

SENIOR SCHOOL GUIDELINES AND POLICY DOCUMENTATION



2026

Senior Studies Personnel

For assistance and advice related to the implementation of Senior Studies (Years 10-12), please speak to members of the following teams:

Senior Studies Improvement Team - *The Senior Studies Improvement Team review college wide implemented practices. Based on evidence, data and research, the team work together to improve practice by developing and refining initiatives to strengthen student success. Members liaise with experts and successful local schools, engage in learning walks and professional learning/reading to develop their understanding. For a copy of our senior school improvement recommendations, please refer to Compass, School Documentation, Senior Studies*

- Kelly Krieg – Curriculum Design and Learning, Assistant Principal
- Georgie Kios – Senior School Improvement, Head of Freeman House, Assistant Principal
- Catherine Glenn - Student Achievement Leader, Senior School Improvement (Freeman House)
- Lizl Tregidga – Leading Teacher – Vocational Education and Applied Learning (Freeman House)
- Deb Edwards – Student Support Services Leader
- Wayne Haworth – Principal
- Coopted Members – as required (this includes Domain Leaders and other Teaching and Learning Leaders, VASS Administration, VET Coordination, and our Senior Student Engagement Leaders)

The Schools Leadership Team - with roles linked to Senior Studies

- | | |
|---|-------------------|
| - Principal: | Wayne Haworth |
| - Curriculum Design and Learning, Assistant Principal: | Kelly Krieg |
| - Senior School Improvement, Assistant Principal: | Georgianne Kios |
| - Student Achievement Leader, Senior School (Freeman House): | Cat Glenn |
| - Senior Student Engagement Leader (Freeman House) | Chris Marriott |
| - Senior Student Engagement Leader (Walton House): | Naomi Dawson |
| - Senior Student Engagement Leader (Hollows House): | Lisa Ho |
| - Senior Student Engagement Leader (Mabo House): | Leesha Naidoo |
| - Vocational Education and Applied Learning, Leading Teacher: | Lizl Tregidga |
| - VET Coordinator: | Caz Jenkins |
| - VET Administrator: | Doris McDonald |
| - Student Services Leader: | Debbie Edwards |
| - Careers Team Members: | Carly Pearson |
| | Kerry Lee Jenkins |
| | Sam Flynn |

Our College Vision

“At Hampton Park Secondary College we are rich in diversity, and by empowering and engaging students we remain wholehearted in our pursuit of excellence.”


This vision is underpinned by our values of **Respect, Learning, and Working Together** embedded in our whole school practice and supported by our approach to School Wide Positive Behaviours through the Berry Street Education Model.

Our College values are central in building active and informed citizens in a democratic, equitable and just environment that is characterised by cultural, economic, and social diversity.

WE BELIEVE LEARNING SHOULD BE:

- Transformative
- Deep and focused on value adding
- Inclusive of all learners (acknowledging diversity and being responsive to it) Respectful (of self and others)
- Collaborative and Co-operative

Our current Values Matrix

 <p style="text-align: center;">COLLEGE VALUES</p>	CLASSROOM	INSIDE SPACES	OUTSIDE SPACES	TO AND FROM SCHOOL	SCHOOL EVENTS	DIGITAL CITIZENSHIP
<p>RESPECT</p> <p>I respect myself and other people</p> <p>I actively listen to others with an open mind</p> <p>I respect other people's different perspectives</p> <p>I am inclusive</p> <p>I respect school property and the property of others</p> <p>I wear my school uniform with pride</p>	<ul style="list-style-type: none"> • I use good manners with everyone • I listen actively when others speak • I am considerate of others • I follow directions • I look after the belongings/property of the school and others 	<ul style="list-style-type: none"> • I use a quiet voice • I respect personal space • I move safely • I respect the privacy of others • I keep my hands to myself • I use good manners with everyone • I leave areas neat and tidy 	<ul style="list-style-type: none"> • I stay within school boundaries • I respect the personal space of others • I use language that is not offensive to others • I keep our school clean • I look after school equipment • I only go to the canteen when I have my own money 	<ul style="list-style-type: none"> • I use language that is not offensive to others • I use good manners with everyone • I wear my school uniform correctly • I represent Hampton Park Secondary College in a positive way • I respect private and community property and spaces 	<ul style="list-style-type: none"> • I arrive on time • I listen attentively • I follow the seating plan • I wear my school uniform correctly • I use positive language • I exhibit good sportsmanship 	<ul style="list-style-type: none"> • I use ICT according to the ICT agreement • I am smart, safe and responsible when online • I keep my password and personal information private • I take care of my computer • I am responsible for the security of my digital devices
<p>LEARNING</p> <p>I set personal goals and have high expectations of myself and others to continually improve</p> <p>I have a positive attitude and enthusiasm for learning</p> <p>I strive to achieve my personal best</p> <p>I take pride in the achievements of myself and others</p>	<ul style="list-style-type: none"> • I bring all of my equipment to class • I get to class on time • I listen to instructions • I complete all of my work • I try my best to achieve my goals • I ask questions if I don't understand • I am in class at all times 	<ul style="list-style-type: none"> • I maximise my learning time • I need permission to be in other areas of the school • I use equipment carefully • I am mindful of how my movements impact on the learning of others 	<ul style="list-style-type: none"> • I accept consequences without arguing and complaining • I recognise the music means I should move to class 	<ul style="list-style-type: none"> • I am punctual and I arrive to school on time • I am responsible for completing my homework and submit by due date • I take notices home and I return notices to school from home • I follow instructions 	<ul style="list-style-type: none"> • I support the learning of others • I remember what is said • I act on feedback as provided • I use my initiative to react positively to new and/or different experiences 	<ul style="list-style-type: none"> • I bring my charged computer to school every day • During my time at school my computer use is directly related to classroom learning • I reference and acknowledge information from the internet
<p>WORKING TOGETHER</p> <p>I am willing to share ideas, resources and skills</p> <p>I am helpful and approachable</p> <p>I contribute positively to class, group activities and the school community</p>	<ul style="list-style-type: none"> • I allow others to learn • I share school equipment with others • I work together cooperatively • I complete my fair share of group tasks 	<ul style="list-style-type: none"> • After I use a pass I return to class quickly • I use good manners with everyone • I report problems to teachers • I walk quietly and safely when moving between classes 	<ul style="list-style-type: none"> • I help others • I understand that others have different ideas and opinions • I take personal responsibility for my actions • I know how to wait my turn 	<ul style="list-style-type: none"> • I obey all rules, including road rules • I use school crossings • I walk my bike through the school grounds • I help others • I report problems to teachers 	<ul style="list-style-type: none"> • I return payments and permission forms on time • I bring the equipment I need • I support my House by joining in and being an active member • I act as a positive team member • I strive to be a positive role model while representing the College • I help others when needed 	<ul style="list-style-type: none"> • I use technology cooperatively in the classroom • I return resources in the same condition as they were borrowed

Our College Strategic Plan (SSP) and our Annual Implementation Plan (AIP)

As we are in the year of Review, our 2026 AIP is being developed.

Our broad overarching goals are as follows:

FISO 2.0



Learning Goal

To improve learning outcomes for students

Wellbeing Goal

To improve wellbeing outcomes for students

Further information will be included here, when we know what our key improvement strategies and actions are, that connect to Senior School achievement and improvement.

Highlights from 2025 include

We are so proud of our students. We continue to see consistently high results at Hampton Park Secondary College.

Mean ATAR 62.44	60% of students achieved an ATAR score over 60	11 students with an ATAR 80 and above
27 students with an ATAR over 70	DUX 94.75	80% of students had an ATAR score over 50
10 study scores 40 and above	A Year 10 student achieved a study score of 40 for General Maths	186 study scores 30 and above
99% of VCE students successfully completed their studies	The average mean VCE study score of 29 has remained steady since 2023	99% of students successfully completed a VET certificate and units of study up 32% from 2024

Success is not only defined by a student's ATAR but also through growth and personal achievements.

At HPSC multiple students completed School Based Apprenticeships throughout Year 12, with one student successfully completing a School Based Apprenticeship through the Headstart Program.

2025 VCE RESULTS

Empowering Minds, Inspiring Futures!



Estelle Foo Souye Chan
Former School Kilberry Valley Primary School
2025 VCE DUX
94.75 ATAR

Estelle is a reflective, hardworking student whose love for science and learning has guided them throughout their school journey. Her curiosity and open-mindedness has shaped a rich and varied academic path, where she has explored interests such as art and design to focusing on a career path in medicinal/organic chemistry and astrophysics. Throughout her VCE studies, Estelle has shown persistence, maturity, and a willingness to learn from experience, consistently striving to improve and grow. With plans to pursue university studies in science to further drive her opportunities in the chemistry and astrophysics space. Estelle encourages other students to stay open minded and explore a range of interests whilst maintaining consistency and always asking for help and most importantly shores that "setbacks don't define you, but how you respond to them does". With this mindset, Estelle is well placed for a bright future ahead.



Aditi Singh
Former School: River Gum Primary School
2025 VICTORIAN PATHWAYS CERTIFICATE DUX

Aditi has been a quiet achiever throughout her time at HPSC, steadily working towards her goals with humility and respect. With a favourite subject of numeracy, and hands-on learning, Aditi has developed the skills and confidence to pursue her goal of working in the food handling industry.

Her consistent effort and positive attitude have made her a valued member of the classroom. Although Aditi is not one to seek the spotlight, her quiet persistence and genuine care has not gone unnoticed.

We are proud of Aditi's growth and her journey is a reminder that success doesn't always come with loud voices – sometimes it shines brightest through quiet dedication and hard work. We wish Aditi every success as they take the next step towards a rewarding future in the food industry.



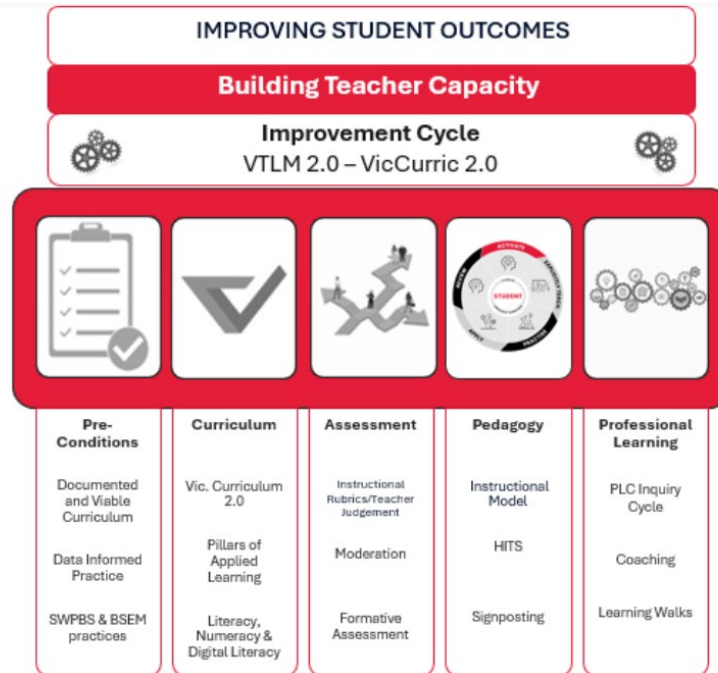
Ezekiel Tafu
Former School Kilberry Valley Primary School
2025 VCE VOCATIONAL MAJOR DUX

Ezekiel is a driven and respectful student who consistently produces work to a high academic standard. Throughout his time at the College, he has demonstrated initiative, and a positive attitude toward all aspects of his learning. Known for his reliability and focus, Ezekiel approaches every task with determination and pride, whether working independently or collaboratively with his peers.

He reflects on his school journey as one of growth, resilience, and self-discovery—experiences that have shaped both his character and his aspirations. With a clear goal of becoming a Physio Technician (Physiotherapy Assistant), Ezekiel is ready to take the next step toward a rewarding career helping others. His maturity, motivation, and commitment to excellence make him a valued member of the College community and a promising future professional.

Our Teaching and Learning Framework

College Vision for Teaching and Learning: At Hampton Park Secondary College every student achieves personalised success through the delivery of ***consistent high quality teaching practice***.

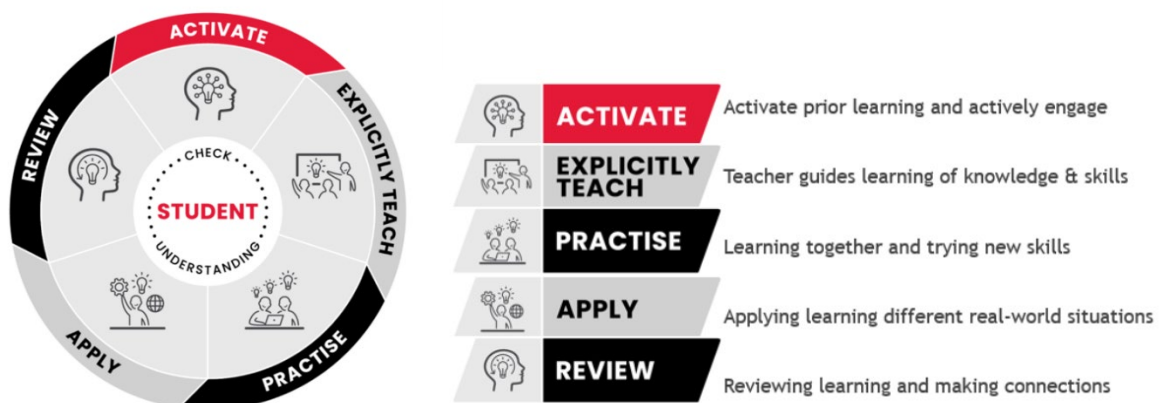


Our **Teaching and Learning Framework** captures our whole school areas of focus aligned with the priorities of the Department. Our framework is used by teachers as a reflective tool and helps ensure clarity and consistency in our direction.

At Hampton Park Secondary College **all staff** share the collective responsibility to continually improve the learning outcomes of our students. We strive to embed a high-quality curriculum and rigorous and consistent assessment and reporting practices.

Pedagogy and Instruction

Our **Pedagogical approach** is shaped and informed by the VTLM 2.0, to ensure best quality practice across the College, informed by the latest research on how students learn. Our approach is based on the Gradual Release of Responsibility (GRoR) framework embedded within the practice of Explicit Teaching. This approach purposefully shifts the cognitive load from teacher-as-model, to joint responsibility of teacher and learner, to independent practice and application by the learner.



Our improved understanding of how students learn, has led to the evolution of our **Instructional Model**. Our student-centred model has 5 phases of learning – **Activate, Explicitly Teach, Practise, Apply and Review** – each linked directly to the VTLM 2.0 and High Impact Teaching Strategies (HITS). This intentional shift helps us lead targeted, sequential, teacher Professional Learning, grounded in the latest evidence and research.

The Instructional Model will be implemented across all classrooms from 2026, gaining consistency in practice through our collaborative PLC cycles. Our aim is for teachers to develop their understanding of the embedded HITS in each phase, to gain collective agreement on implementation and delivery of classroom practices, which are proven to improve student learning outcomes.

For further information about Teaching and Learning at Hampton Park Secondary College, please refer to our Curriculum Framework which is available on the website, Compass and is linked here - [FINAL Curriculum Framework Policy 2026 - 2028.docx](#)

Teacher Responsibilities - Teaching in the Senior School

As well as the responsibilities outlined above, which apply to all HPSC staff when working in the Senior School, Senior teachers and support staff are responsible for the following:

- Ensuring implemented teaching and learning practices are in line with our **teaching and learning framework** and support students to develop our college dispositions
- Accessing and understanding the current **Study Design, amendments, the Administrative Handbook and the “VCAA Advice for Teachers and Assessment”**. These documents are available at:
 - o <https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/vce-study-designs.aspx>
 - o [Pages - VCE VM Study Designs](#)
 - o [Pages - VPC Curriculum Designs \(vcaa.vic.edu.au\)](#)
 - o [VPCAdministrativeHandbook2026.docx](#)
 - o Advice for Teachers - each is listed on the VCAA website and is specific to each study/subject area
 - o [VCE Curriculum - Victorian Curriculum and Assessment Authority](#)
- Teachers are required to read the **VCAA bulletins** regularly circulated, for important dates and information. VCAA bulletins can be accessed here
 - o [Pages - VCAA Bulletin](#)

Subscription to the VCAA bulletin is found here [Pages - Subscribe \(vcaa.vic.edu.au\)](#)

- Teachers are encouraged to participate in regular **Professional Learning** and to liaise with Teacher Networks to enhance their knowledge of their subject content/assessment
 - o Regular PL will be circulated by the Senior Studies Team and our Professional Learning Leading Teacher
 - o Facebook teacher groups are a great way to further your knowledge
- Senior Teachers are encouraged to become **VCAA examination assessors**. This is great learning for teachers and helps strengthen classroom practice, as well as cohort achievement. At HPSC we value this learning opportunity, so we provide support to all teachers who take it in on. Our approach at HPSC is outlined here - [become a VCE Assessor HPSC.docx](#). For information about becoming a VCE assessor, please see this link - [Pages - Why be a VCE examination assessor \(vcaa.vic.edu.au\)](#)
- Teachers are required to **plan their SAC and assessment dates in advance** and communicate them to the Senior Studies team when requested. **Assessment task dates cannot be changed without discussion with the Senior School team. Notification must be given to students outlining the new arrangements, in writing – which can happen via Compass.** SAC dates should be planned collaboratively where more than one class is running (for a subject area). For the 2026 SAC calendar please see Teams, or use the live link below.
- SAC calendar (2026) - [2026 Hampton Park Secondary College SAC Calendar.docx](#)
- Teachers are required to meet published **VASS deadlines and whole school assessment and reporting dates** as published. For the 2026 dates see Compass, School Documentation, Senior Studies 2026.
 - o VCAA 2026 dates – [2026-ImportantAdministrativeDates.docx](#)

- College, VASS and Assessment and Reporting dates - [2026 VASS and Assessment and Reporting Dates HPSC.docx](#)
- Teachers are required to **read all communication sent by the Senior Studies team**. This relates also to communicated requirements about the mid-year and end of year internal college examinations
- Teachers are required to **read the HPSC Senior Studies handbook (this document)**, referring to it regularly, to ensure all practices are consistent with VCAA and HPSC expectations

Moderation and Assessment Consistency – *please refer to our whole school moderation approach in our appendices and on Compass, School Documentation, Senior Studies 2026*. Document is linked here - [FINAL Assessment and Reporting Guidelines \(2\).docx](#)

- When multiple classes run during a school year, all assessment tasks and coursework must be moderated
- Moderation is essential to ensuring teachers create an accurate understanding of student school-assessed results to statistically moderate to an accurate bell-curve. Information can be found on Compass, School Documentation, Senior Studies
- Teachers must ensure all students are treated in a fair and consistent manner, particularly in the case of assessment activities and tasks
- Under no circumstances, where multiple classes for a subject exist, should there be different arrangements between classes. This includes with the actual task, the time allowed for the task, supportive SAC materials such as cheat sheets and the date/s of the task (as set out in the SAC Calendar and on Compass)
- **Where multiple classes run during the school year, SACs run on a Wednesday afternoon, in Freeman House**

Feedback

- It is the responsibility of all teachers to ensure work assessed is returned to students in a timely manner ***within three weeks from the date of the task***
- Feedback should be constructive and qualitative and support students to understand what they have done well and where to next
- Where work is moderated, individual teachers cannot make comments about the marks given (or in some cases how these marks might have changed) by the group or individuals within the teaching team, to students or parents
- ***It must be noted in Units 3 & 4 SAC marks are NOT final as coursework scores are subject to Statistical Moderation by the VCAA and therefore may change***
- Teachers are required to provide regular updates to Houses through Compass on student behaviour, learning engagement, achievement, and attendance. Teachers are also required to provide regular feedback to parents/guardians through Compass and our approved communication channels
- Feedback weeks form part of our feedback cycle. For information about feedback weeks please see Compass, School Documentation, Senior Studies. A link to the live document is here - [Feedback Week at HPSC.docx](#)

Assessment and Reporting

For all information about assessment and reporting, please refer to the regular emails sent, outlining the requirements. Information will also be circulated for all VET trainers regarding assessment and reporting. The Assistant Principals for Curriculum Design and Learning and Senior School Improvement communicate this information. For our Assessment and Reporting Guidelines please see Compass, our website and the document linked here - [FINAL Assessment and Reporting Guidelines \(2\).docx](#)

Accurate and timely reporting to VASS/general VASS information

VASS is a database through which schools maintain student details, assessment information and school details. For the smooth functioning of VASS and to ensure accuracy of data input and interpretation, Doris McDonald (M1), is the school's VASS Administrator and is the only person at the administrator level. The Senior Studies Leaders have access to VASS and are the only other people in the College who should provide information about VASS.

As a Senior teacher it is imperative that:

- All teachers meet the deadlines required by the school for VASS data entry. The 2026 dates when finalised will be placed on Compass, School Documentation, Senior Studies. A link to the updated dates from VCAA is here [2026-ImportantAdministrativeDates.docx](#)
- HPSC dates are here - [2026 VASS and Assessment and Reporting Dates HPSC.docx](#)
- Staff understand late results may mean the school is required to meet additional payments. Late results impact our understanding of student eligibility, imperative at certain stages of the year
- Assessment schedules should be planned with VASS and assessment/reporting dates in mind
- VASS reports should be used and referred to by senior teachers to support assessment practices, teaching, and learning
- VASS reports should be used by senior teachers to set goals the following year in support teaching and learning success

More information will be provided about VASS and our focus on senior data throughout the year. See the appendix for information and examples of how to complete your VASS data entry sheets.

Staff absences as a Senior Studies teacher

- Absences due to illnesses and other serious circumstances are clearly outside the control of teachers
- Where possible student work/tasks/activities should be uploaded to Compass or passed onto the Domain Leader to support student continuity in learning during staff absence

Classroom Expectations @ HPSC, when teaching in the Senior School

All teachers are committed to working in teams that prepare students for academic success.

Teachers should be prepared to deal with students who display the full spectrum of application and engagement levels. This will range from students who are self-directed, ready to work and fully motivated, to those students who are not. Our teaching and learning framework, supports all teachers at HPSC to meet the needs of all learners attending our college. To see our teaching and learning framework, see above.

At HPSC all teachers set consistent, high expectations, to support students to succeed at their highest level. Our School Wide Positive Behaviours approach through the Berry Street Education Model supports staff and helps students to redirect their behaviours, allowing them to engage in learning with success. The Berry Street Education Model is relevant to all staff and students and helps to ensure consistency, reducing variance from class to class and teacher to teacher. It focusses on raising the expectations of our students and making visible the learning behaviours necessary for success. For detailed information about our SWPB approach and the integration of Berry Street into our practices, please see our Staff Handbook.

To implement high expectations, teachers must hold students to account in the following ways:

- Checking students are prepared for each class with the correct equipment, including books and fully charged and functioning laptops
- Checking set homework tasks have been completed
- Checking set outcome tasks have been completed
- Upholding all college policies which support active engagement in learning – including our mobile phone policy, attendance policy, dress code policy and others. For all policies see Compass, School Documentation
- Upholding all college senior school policies/practices outlined in this handbook, developed in line with VCAA expectations
- Encouraging active participation in all learning activities in the classroom
- Supporting students to develop their self-efficacy towards completing tasks independently
- Referring students to Student Services, Careers and the House Team before issues escalate
- Communicating with students, house leadership team and caregivers when requirements are not being met
- Communicating with houses when support is required or concern about a student's learning achievement/success

Please use the relevant Compass chronicles to communicate any concerns to House Leaderships Teams and please contact members of the relevant House Leadership Team or the Senior School improvement Leaders if assistance/guidance is required.

Senior teachers need to be aware of all VCAA Guidelines and Expectations. When uncertain of the guidelines the teacher must seek support from the Senior School Improvement Team and Leaders.

Senior School dates 2026

Each year, at the beginning of the school year, senior school dates (in line with VCAA and VASS), are circulated by the Assistant Principal for Curriculum Design and Learning. Staff must ensure they are aware of these dates and backwards plan to ensure critical deadlines are met.

Staff need to be aware of the impact on students, their outcomes and on the administration in senior school when dates are not adhered to.

Finalised dates are sent to all staff and published on compass in Term 1 each year.

The dates will be made available and visible in School Documentation, Senior Studies.

[2026 VASS and Assessment and Reporting Dates HPSC.docx](#)

The responsibility of Senior Students @ HPSC

All students who attend HPSC are provided with and are required to sign a “Statement of Commitment” at the beginning of the new year, as included in our Appendices below.

The Statement of Commitment outlines the learning behaviours necessary for successful outcomes. The learning behaviours are specifically directed, ensuring students are well-prepared to meet the challenges of adult life.

Students at Hampton Park are expected to make the most of the educational opportunities available to them, so students must:

- Abide by the College code of conduct
- Abide by VCAA rules governing all assessment tasks
- Always show respect to all members of the college staff and community
- Always behave in an appropriate manner
- Accept the consequences if they breach rules/cheat or collude
- Live out our values in action

Hampton Park students need to be committed to achieving their personal best and will:

- Complete holiday homework as directed
- Keep up to date with set learning tasks
- Submit work on time
- Prepare for and complete scheduled SACs when required (including after school hours)
- Attend before and after school revision sessions relevant to studies
- Attend redemption of time/learning as required
- Attend and use effectively all supervised study periods, maximizing all learning opportunities

To support the achievement of success, students are required to:

- Abide by the school Attendance Policy
- Abide by the School Dress Code Policy and Mobile Phone Policy
- Abide by the Senior Studies Policy
- Attend all scheduled classes on time and each day
- Not leave the school grounds during the school day
- Complete all set required coursework, outcome work, SAT’s, SAC’s, and examinations
- Communicate all absences and provide medical certificates as required

Statements of commitment are in each student’s file in their House, each year.

All students enrolled in Unit 3 and 4 subjects will also complete the VCAA authentication record. The authentication record is located in the appendices below.

Students are also required to check their VASS enrolment information at the beginning of the new school year and at various stages throughout the year. Signing this information states the student agrees they have been enrolled into the correct VCE/VET subjects and their personal details are accurate. It is the responsibility of all students to check this carefully.

Enablers to Senior Learning success at HPSC

Attendance Policy and Redemption of Time

At Hampton Park Secondary College we are strongly committed to ensuring our senior students achieve success. We know when students attend school every day, they are better positioned to learn with the support of their teacher. Therefore, we have increased our attendance requirement from 90% to 95%.

For our detailed attendance policy, please see Compass, School Documentation - [School Documentation | Compass](#)

Throughout the year, House Leadership Teams closely track the attendance and learning progress of their students (7-12). For any student below 95% (in one or more subjects), students are required to redeem their learning time.

Redemption of time applies to students in Years 10-12. Redemption can take place on pupil free days, school holidays and before and after school. ***Redemption of time is further outlined in our attendance policy.***

Letters home, phone calls, emails and Compass communication will happen regularly if a student is below the required 95% attendance. Houses will use a consistent tracking approach to determine those below 95%.

Any student requesting to go on a holiday during the school year will be required to meet with their House Leadership Team, together with their families, to discuss the impact of absence on senior school achievement and outcomes. It may be recommended that the student does not attend the holiday, preferring it to take place during the school holidays. The reason for the holiday will be closely considered. A student must complete a Student Absence Learning Plan if they are attending a holiday/will be away for an extended period. Please refer to the appendix for the student absence plan and please see here for our approach to holidays @ HPSC - [HOLIDAY PROCESS.docx](#)

Supervised Study Periods

At HPSC all Year 12 students engage in 'supervised study'. Senior teachers are allocated a small group of Year 12 students to supervise and actively support across the timetable. Supervised study periods take place in our senior study centre and the CRC (Curriculum Resource Centre).

Supervised study provides us with the space to not only support our students, but to engage in tutoring, study skills workshops, tutorial sessions and sessions with our alumni.

Supervised study tutors have an active role, to build rigor and accountability when students are studying and to support our students to develop independence. Their role is to encourage collaboration amongst students studying the same subjects and encourage students to seek support. Supervised study tutors conference with all students in their group.

Study periods do not take place in Period 5. Any student who has a study in Period 5 can go home as communicated to all families and students.

Course Counselling

Course counselling is a critical whole school process to ensure our students choose the right pathway based on individual learning needs. Course counselling involves parents, students, the Careers Team, our House Leadership Teams, and Leading Teachers. Course Counselling is a continual process revisited at various stages throughout the school year based upon student performance. For detailed information about our process please see Compass, School Documentation, Course Counselling.

Whole school commencement

In 2022 we introduced a whole school commencement program to further support the learning success of our students. A united and consistent approach and the raising of expectations was a major focus across all classrooms. The aim was to ensure engagement and meaningful learning experiences to re-inspire and invigorate our learners in the last weeks of school.

For information about our commencement program please refer to Compass, School Documentation, Commencement.

Mid and End of Year Practice Exams at HPSC

All Year 10 – 12 students at HPSC engage in two exam schedules each year. The intention of our exam program is to support students with the transition into Year 12, whilst helping students understand where they are at, what they know and what they need to do next. The exam program also supports teachers, by providing them with insight into student knowledge and understanding. **The exam program is a compulsory college program.** Detailed information is circulated every year by the Assistant Principal for Senior School Improvement.

Our exam program is also used to gather imperative data across the college, to support pathway conversations. Exam timetables and supportive documentation will be circulated in advance by the Senior Studies Team.

Feedback weeks form part of our feedback cycle at HPSC, following on from our exams. For information about feedback weeks please see Compass, School Documentation, Senior Studies.

The GAT at HPSC

Students at HPSC in Year 11 engage in a formal trial GAT each year, assessed by external assessors.

Year 12 students engage in a trial GAT process and some multiple-choice questions, to further support their success.

All students in Years 10-12 should be exposed to GAT style questions within their classroom learning, to support their engagement and success.

Information will be circulated by the Senior Studies Team about the trial GAT/s and our processes to support successful engagement and outcomes.

General Information about Senior School Pathways offered at HPSC

Students in Year 11 and 12 graduate under one certificate, the Victorian Certificate of Education (VCE). The VCE recognises students equally. Students have more educational choices, a higher-quality curriculum and better workplace experiences – preparing them for further study, training at TAFE, or work.

The VCE is designed to be completed over a minimum of two years and includes VCE curriculum components, and for some, programs from VET qualifications/SBAT.

Students have two enrolment options under the VCE:

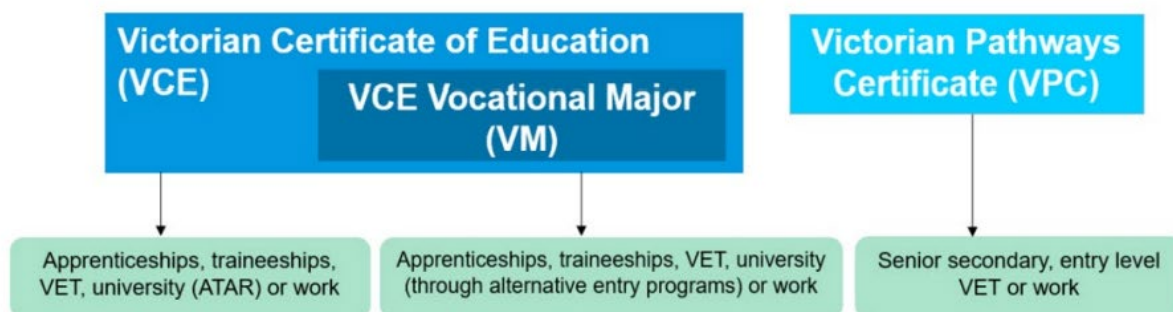
1. **The General VCE** – including studies with school-based and external assessments that can provide a study score towards an Australian Tertiary Admissions Rank (ATAR).
2. **The VCE Vocational Major (VCE VM)** – including studies with school-based assessments that do not provide a study score towards an ATAR.

A third pathway option is available for suitable students - The Victorian Pathways Certificate (VPC). The VPC is an accredited **foundation secondary qualification** under the Education and Training Reform Act 2006 (Vic) and aligned to Level 1 in the Australian Qualifications Framework (AQF). The VPC is designed for students in Years 11 and 12 who would benefit from a more individualised program at a more accessible level than a senior secondary program.

VCAA information about the Senior School Reform – see links below in live copy of this document

- [Victorian Senior Secondary Certificate Reform - Victorian Curriculum and Assessment Authority](#)
- [Senior secondary schooling pathway reforms | vic.gov.au](#)
- [Where to Now? 2026: Your guide to senior secondary school pathways in Victoria](#)

Pathways available under each enrolment option:

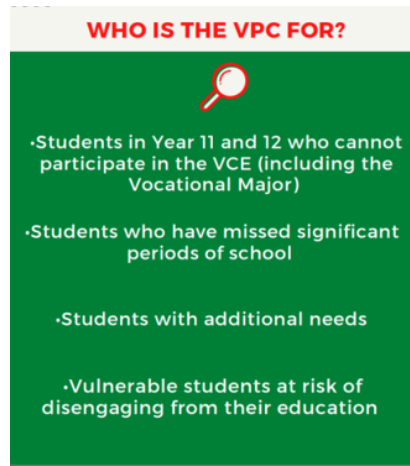


Information about Victorian Pathways Certificate (VPC)

What is the VPC?

- The VPC is a certificate for those who cannot, at this stage, participate in the General VCE or VCE VM
- The VPC is an accredited **foundation secondary qualification**
- The VPC can be a pathway to the General VCE or VCE VM

Who is the VPC for?



- The VPC is not suitable for whole cohorts and should only be accessed on a need's basis
- The VPC is designed to be delivered in Year 11 and 12 and has a flexible duration depending on a student's individual learning plan and the delivery setting.
- Students who require additional time to complete the minimum requirements of the VPC in line with an individualised program may commence units of the VPC prior to entering Year 11 or 12, most commonly Year 10

Which units should those recommended for the VPC be enrolled into?

A VPC learning program may include:

- VPC units
- VCE and VCE VM units at Unit 1, 2, 3 or 4 level, including structured workplace learning (SWL) for VET
- VET units of competency
- Or SBAT units of competency

VPC units may be completed in any order and in any year. The units can be delivered in a flexible manner and do not have to be delivered sequentially. There are no prerequisites for entry into any of the units.

The VPC has 4 studies. Each VPC study has 4 units.

- Literacy
- Numeracy
- Work Related Skills
- Personal Development Skills.

New units are also on offer which include:

- VPC Art and Design - [VPC Art and Design Curriculum Design - Victorian Curriculum and Assessment Authority](#)
- VPC Digital Literacy - [VPC Digital Literacy Curriculum Design - Victorian Curriculum and Assessment Authority](#)
- VPC Food Studies - [VPC Food Studies Curriculum Design - Victorian Curriculum and Assessment Authority](#)

Nominal duration

Each VPC unit requires 100 nominal hours, of which at least 50 hours need to be scheduled classroom instruction. The VPC is designed to be delivered flexibly to suit the needs and circumstances of individual students. This can include face-to-face learning and activities such as work experience or supported industry engagement, volunteering and community involvement. There is no maximum time limit for completion of units. Students can enrol in the VPC at a time of year that best suits their learning needs, abilities and interests.

VCE and VCE Vocational Major units

The VPC can include any VCE and VCE VM units at Units 1–4 level. For the rules, regulations and policies governing the delivery of the VCE, refer to the [2026 VCEAdministrativeHandbook.docx](#)

VET

The VPC can include credit from units of competency from nationally recognised VET qualifications. Training from a nationally recognised VET qualification may contribute towards the VPC through the following recognition arrangements:

- enrolment in a VCAA-approved VCE VET program or a school-based apprenticeship or traineeship (SBAT)
- enrolment in any other nationally recognised qualification at Certificate I or above (block credit recognition)
- successful completion of 90 nominal hours of units of competency from a nationally recognised VET qualification at Certificate I level or above provides one unit of credit towards the completion requirements of the VPC.

For the rules, regulations and policies governing the delivery of the VCE, including VCE VET programs, refer to the [2026 VCEAdministrativeHandbook.docx](#)

Successful completion of 90 hours of VET units of competency from a nationally recognised VET qualification at Certificate I level or above provides one unit of credit towards the completion requirements of the VPC.

When a student has met the requirements of the VPC, what have they achieved?

- A student who has met the requirements of the VPC **must have** achieved satisfactory completion of 12 units
- The 12 units must include:
 - at least 2 units of VPC Literacy (or units from the VCE English group, including VCE VM Literacy)
 - at least 2 units of VPC Numeracy (or units from the VCE Mathematics group, including VCE VM Numeracy)
 - at least 2 VPC Personal Development Skills units
 - at least 2 VPC Work Related Skills units.
- The remaining 4 units may include other VPC units and other curriculum, such as VCE units, VCE VM units and units of competency from nationally recognised VET
- The VPC may be completed in a minimum of 12 months
- VPC units have been designed to align to the VCE VM units to enable providers to deliver the VCE VM and VPC within the same classroom where required

Where does the VPC lead students?

- The VPC allows students to gain the skills, knowledge, values, and capabilities to make informed choices about pathways
- Through participation in the VPC, students will gain necessary foundation skills to allow them to make a post-schooling transition. Students can transition into:
 - A senior secondary qualification – VCE or the VCE VM
 - Entry level vocational education and training (VET) course; or
 - Employment

Do VPC students sit the GAT?

- All students studying **at least one Unit 3 and 4 VCE subject (or a scored VCE VET subject)** are expected to sit all or a section of the General Achievement Test (GAT)

- There is no requirement for VPC students to sit the GAT unless they are enrolled in VCE units 3 or 4 or a scored VET subject

Other information about the VPC:

- Students can transition into the General VCE or VCE VM or employment, VET or volunteer work if successful in their VPC completion
- Students can engage in workplace learning as above (SWL). SWL enhances motivation to achieve, ongoing connections to work and education. This can take 2 formats Work Experience and/or SWL.
- Work Experience is highly recommended for VPC students where the student is not doing a VET or if placement is in a different industry to their VET course. SWL is not a replacement for WRS, highly recommended, but not compulsory – if VET requires it though, it may need to be done

For more information about the VPC click on the link below in the live version of this document

[Pages - About the VPC](#)

Click below for the VPC Administrative Handbook

[VPCAdministrativeHandbook2026.docx](#)

VPC ELIGIBILITY RULES

•To get your VPC, you must successfully finish at least 12 units, including:

- 2 x units of VPC Literacy
- 2 x units of VPC Numeracy
- 2 x units of VPC Work Related Skills (WRS)
- 2 x units of VPC Personal Development Skills (PDS)
- The remaining 4 x units may include other areas such as VCE Vocational Major (VM) units, an SBAT, or a VET program.

Information about the VCE Vocational Major (VCE VM)

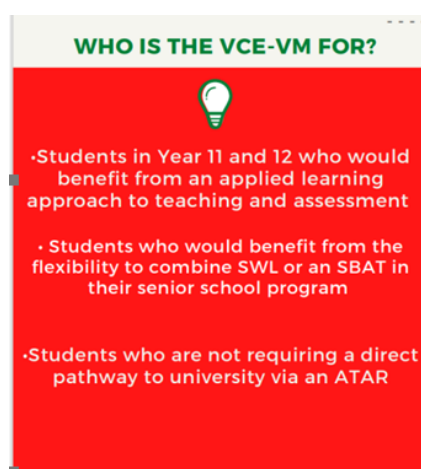
What is the VCE VM?

- The VCE VM is a two-year (minimum), vocational and applied learning program replacing Senior and Intermediate VCAL
- It prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce

Why the VCE VM?

- The purpose of the VCE VM is to provide students with the best opportunity to achieve their personal goals and aspirations in a rapidly changing world by:
 - o Equipping students with the skills, knowledge, values, and capabilities to be active and informed citizens, lifelong learners, and confident and creative individuals; and
 - o Empowering students to make informed decisions about the next stages of their lives through real life workplace experiences

Who is the VCE VM for?



- The VCE VM is designed for students who **do not need to receive a study score or ATAR** and who are interested in moving into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways), or directly into the workforce.
- Learning is developed based on real life situations and gives students in-demand skills needed for the future world of work
- Students apply what they have learnt by doing, experiencing, and relating acquired skills to the real-world – it is based on applied learning and the 5 pillars of applied learning

Which units should those doing the VCE VM be enrolled into?

- A student engaging in the VCE VM should be enrolled into the following units as a minimum:
 - o VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
 - o VCE VM Numeracy or VCE Mathematics units
 - o VCE VM Work Related Skills units
 - o VCE VM Personal Development Skills units, and
 - o 2 VET credits at Certificate II level or above (180 nominal hours)
- There are specific program requirements for the VCE VM, which are in addition to the minimum requirements for satisfactory completion of the General VCE

When a student has met the requirements of the VCE VM, what have they achieved?

To complete the VCE VM, students need to successfully complete at least 16 units. This includes:

- 3 VCE VM Literacy or VCE English units (including a Unit 3 and 4 sequence)
- 2 VCE VM Numeracy or VCE Mathematics units
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units

- 3 other Unit 3 and 4 sequences of your choice
- VET at a Certificate II level or above (180 nominal hours).

The VCE VM can be tailored to the needs and interests of the student, to keep them engaged while developing their skills and knowledge. Students can also include other VCE studies and VET and can receive structured workplace learning recognition (SWLR)

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

Where does the VCE VM lead students?

- The VCE VM allows students to gain the skills, knowledge, values, and capabilities to make informed choices about pathways.
- It prepares students to transition into:
 - o Apprenticeships
 - o Traineeships
 - o Further education and training
 - o University (via non-ATAR pathways) or;
 - o Directly into the workforce

Do VCE VM students sit the GAT?

- Yes. All students studying at least one Unit 3 and 4 VCE subject (including a VCE VM Unit 3 and 4 subject) are expected to sit all the GAT. Students enrolled in a Unit 3 or 4 scored VCE or VET subject, are required to sit Part A and B. If a student is not completing a scored VCE or VET subject, they are only required to complete part A. Students are identified as required to sit part A and/or B from enrolments in VASS.

For further information about the VCE VM, click the link below in the live version of this document

[Pages - About the VCE Vocational Major \(vcaa.vic.edu.au\)](http://vcaa.vic.edu.au)

For the VCE Administrative Handbook click the link below in the live version of this document

[2026_VCEAdministrativeHandbook.docx](#)

VCE	VCE-VM
<ul style="list-style-type: none"> • Designed to take 2 years to complete • Units 1 & 2 (11) • Units 3&4 (12) • Units are graded S/N <p>Eligibility for Certificate:</p> <ul style="list-style-type: none"> • 3 x VCE English units (including a Unit 3-4 sequence) • Complete at least 3 other unit 3-4 sequences. 	<ul style="list-style-type: none"> • Designed to take 2 years to complete • Units 1 & 2 (11) • Units 3&4 (12) • Units are graded S/N <p>Eligibility for Certificate:</p> <ul style="list-style-type: none"> • 3 x VCE VM Literacy or 3 x VCE English units (including a Unit 3-4 sequence) • Must also include; • 2 x VCE VM Numeracy or VCE Mathematics units • 2 x VCE VM Work Related Skills (WRS) units • 2 x VCE VM Personal Development Skills (PDS) units • 2 x VET credits at Certificate II level or above (a minimum of 180 'nominal' VET hours)

Information about the Victorian Certificate of Education (General VCE)

Where can the General VCE take students?

- Students who wish to study General VCE usually are those who **need to achieve an ATAR and study scores** to enter university and/or further study
- The VCE provides diverse pathways to:
 - o Further study or training at University or TAFE and/or;
 - o Employment

Which subjects can a student choose as part of the General VCE?

- The VCE course is made up of subjects such as English and Biology – structured as units.
- Most subjects are made up of four units: Units 1, 2, 3 and 4. A unit is one semester long.
- Most students study Units 1 and 2 of a subject in Year 11, and Units 3 and 4 in Year 12.
- You can study Units 1 and 2 of a subject as a sequence or as separate units, but these units alone don't qualify for a study score. **Completing Units 3 and 4 as a sequence in the same year qualifies for a study score**
- **Students can access a VET. It is best to access a scored VET if they want full ATAR contribution. Non-scored VETs only offer an increment to their ATAR.**

To successfully complete the general VCE students need to:

- Successfully complete at least 16 units, including:
 - o Three units from the English group, including a Unit 3 and 4 sequence
 - o At least three sequences of Unit 3 and 4 subjects
- Most students study between 20 and 24 units, that's five or six subjects, across Years 11 and 12
- You can complete your VCE over more than two years. For example, some students start the VCE in Year 10 with Units 1 and 2 of a subject and study Units 3 and 4 in Year 11

Which subjects should General VCE students choose?

Other than English, students can choose any subjects they wish in the VCE.

The best success comes when students choose subjects that:

- Interest them
- They are good at
- Will help them do what you want to do after school – such as apply for University or a TAFE course, or get a job in your chosen field

For more information about the General VCE, click the link below in the live version of this document

[About the Victorian Certificate of Education | vic.gov.au](#)

For the VCE Administrative Handbook, click the link below in the live version of this document

[2026_VCEAdministrativeHandbook.docx](#)

Information about Vocational Education and Training (VET)

Fact 1: VET is for VCE, VCE VM and VPC students.

VET can provide credit towards the VCE, VCE VM and VPC. It is important to choose studies that complement your goals.



VCE VET programs are VET qualifications approved by the VCAA following consultation with schools, industry, and training providers. They lead to nationally recognised qualifications and provide an opportunity for students to receive credit towards their General VCE/VCE VM/or VPC.

Many VCE VET programs offer scored assessment, and some have mandatory structured workplace learning.

Please see the [VCE VET programs - Victorian Curriculum and Assessment Authority](#) (in the live version of this document), for a list of all VCE VET programs and if a program offers Units 1 and 2 and/or Units 3 and 4, or if they can be taken as scored or non-scored. **Note, the chart says 2024 but is the only one available one on the VCAA website at this point.**

See also this link in the live version of this document for all things related to VET - [Pages - Get VET \(vcaa.vic.edu.au\)](#)

HPSC offer several VETs onsite run by qualified trainers within our College.

VET in General VCE, including the VCE VM and the VPC

Students gain credit into their VCE, including the VCE VM, and the VPC by undertaking:

- VCE VET programs that have been developed by the VCAA in consultation with stakeholders including industry
- Approved apprenticeships and traineeships that are in the same industry areas as designated VCE VET programs
- Other VET qualifications, which provide credit into the VCE through block credit recognition

VET credit towards the VCE, including the VCE VM:

The following policies apply to VET credit towards the VCE, including the VCE VM:

- Students can accrue VCE credit achieved multiple VET qualifications at Certificate II level or above, up to a maximum of 180 nominal hours of completed units of competency (UoCs). **This will give students two VCE units towards the VCE / VCE VM.**
- Students who complete 180 nominal hours of UoCs in a Certificate II or above, then move into another Certificate III or above in the same industry* **will accrue VCE credit at Unit 3–4 level for the next 180 nominal hours of completed UoCs.**
- Students who complete 180 nominal hours of UoCs in a Certificate II or above, receiving VCE Units 1 and 2 credit, and then enrol in an approved apprenticeship or traineeship **will accumulate VCE credit from the apprenticeship/traineeship in the following order: Units 3, 4, 1, 2, 3, 4.** For example, a student completes 180 nominal hours of training in Certificate II in Kitchen Operations and receives VCE VET Hospitality Unit 1 and 2. The student then decides to move into a Certificate III in Carpentry SBAT. For their next 180 hours of training, they will receive VCE Units 3 and 4. Each additional 90 nominal hours of training would accrue VCE credit in the following order: Units 1, 2, 3, 4.

This policy applies to:

- All SBATs in Certificates III or above
- Certificate II traineeships that are in the same industry* as VCE VET programs drawn from Certificate II qualifications that provide VCE Units 1–4 credit (typically trade pathways or pre-apprenticeship qualifications).

VET credit towards the VPC

Students will gain VET credit into the VPC in the following way:

- 90 nominal hours-worth of completed UoCs from a Certificate I qualification or above will provide **one credit towards the VPC**
- Students can accrue credit across multiple VET qualifications, up to a maximum of 180 hours. This will give students **two units towards the VPC**

Successful completion of VET in the VCE, VCE VM, VPC can provide students with:

- A VCE (including the VCE VM), or VPC certificate issued by the VCAA, and a VET certificate issued by a registered training organisation (RTO)
- Two statements of results issued by the VCAA giving details of units completed in the VCE, VCE VM, VPC and UoCs completed in the VET qualification
- An enhanced ATAR, which can improve access to further education
- Pathways into employment and/or further qualifications or training
- Workplace experience gained through structured workplace learning and hands-on experiences

Employers value VET because it:

- Contributes to the development of entry level skills for their industry
- Provides students with a practical and focused introduction to workplace requirements
- Enhances the employability of students
- Enables industry to contribute to educational programs in schools
- Enables industry to participate in local community networks

Information from the VCAA Admin Handbook:

From 2023 there will be additional recognition arrangements for VET undertaken by VCE students.

- Students may accrue two units of credit following the completion of UoCs to the total of 180 nominal hours drawn from multiple VET qualifications.
- Students wishing to achieve a Unit 3–4 sequence from VCE VET programs other than the identified scored sequence will be required to complete 360 nominal hours of training if they either:
 - complete 180 nominal hours of training from a single or from multiple qualifications and then change to another single qualification (from the same industry as any completed training) and complete a further 180 nominal hours of training, as long as that qualification contains a Unit 3–4 sequence
 - complete 180 nominal hours of training from a single or from multiple qualifications and complete a further 180 nominal hours of training from an SBAT in a single qualification containing a Unit 3–4 sequence.

For further information about VET, click the links below in the live version of this document

- [VET pathways in schools | vic.gov.au](https://www.vic.gov.au/vet-pathways-in-schools)
- [Pages - VCE VET programs](#)
- [How vocational education and training fits into Year 11 and 12 | vic.gov.au](https://www.vic.gov.au/how-vocational-education-and-training-fits-into-year-11-and-12)

Information about School Based Apprenticeships (SBAT)

A School Based Apprenticeship or Traineeship (SBAT) offers students the option of combining their senior secondary education with part-time employment and skills training. The program is undertaken under a formal training contract with an employer and has a training plan registered with the Victorian Registration and Qualifications Authority (VRQA). The training must lead to a nationally recognised qualification, as determined by the VRQA.

An SBAT is an integral part of the student's senior secondary program and study timetable. Regular school attendance is combined with a minimum of 1 timetabled day a week of employment and/or structured training. The student's work and training should last at least 13 hours a week on average over each 4-month period — comprising 7 hours of employment and 6 hours of training.

Students enrolled in any senior program at HPSC, can access a SBAT if they chose to, and it aligns with their pathway. At HPSC all SBAT students attend their SBAT on a Tuesday and Thursday, each week. VCE VM and General VCE students can engage in an SBAT, in consultation with the school, Head Start or the SBAT provider.

The VCAA Admin Handbook states a student can undertake an SBAT only if the:

- training scheme is approved by the VRQA for delivery as an SBAT
- student is 15 years of age or over
- student is an Australian citizen or a permanent resident
- student is in relevant employment
- principal or principal's delegate has signed the training plan which confirms the student is enrolled in a nationally recognised qualification that can be undertaken as an SBAT.

Information about Examinations

Under the VCE:

- There is one formal VCAA examination period in each academic year for scored students.
- The General Achievement Test (GAT) is conducted at the same time for both academic years (in Year 12, or for students studying Unit 3 and 4 studies).
- Each VCE unit involves 50 hours of scheduled classroom instruction. In addition, students undertake up to 50 hours of self-directed learning for each unit. Satisfactory completion of a VCE unit is based on successful completion of outcomes. Satisfactory unit completion is determined by the school, in accordance with VCAA requirements.
- VCE levels of achievement for Units 1 and 2 are determined by schools. Levels of achievement for VCE Unit 3–4 sequences, excluding VCE VM studies, are assessed using school-based assessment and external assessments (including examinations).

Each VCE study, excluding the VCE VM, has three graded assessment components: either one school-based assessment and two external assessments, or two school-based assessments and one external assessment. Each of the three graded assessment components contribute to a study score. Scored VCE VET studies have two types of graded assessment components, comprising three school-assessed tasks and one external examination. Graded assessments are reported on an 11-point scale with a range of A+, A, B+, B, C+, C, D+, D, E+, E or ungraded (UG).

For more information about SBATs click the link below in the live version of the document - [School-based apprenticeships and traineeships | apprenticeships.vic.gov.au](https://www.apprenticeships.vic.gov.au)

Policies and Processes

Victorian Curriculum Assessment Authority Expectations

1.1 VCAA requirements for satisfactory completion of the General VCE

The minimum requirement for satisfactory completion of the VCE is 16 units, which must include:

- Three units from the English group, including a Unit 3–4 sequence – see below
- At least three other sequences of Unit 3–4 studies, which can include further sequences from the English group

The minimum English requirement is three units from the English group, including a Unit 3–4 sequence. English units may be selected from the following studies:

- Bridging English as an Additional Language Units 1 and 2
- Foundation English Units 1 and 2
- English Units 1–4
- English as an Additional Language Units 3 and 4
- English Language Units 1–4
- Literature Units 1–4.

English Units 3 and 4 and English as an Additional Language Units 3 and 4 are equivalent sequences, so only one sequence may be counted towards the award of the VCE.

Further units from the English group may contribute to the requirement for other sequences of Unit 3–4 studies. To calculate whether a student meets the minimum requirements of the VCE, the VCAA determines if they meet the prerequisites.

The achievement by senior secondary students of a benchmark in literacy is an important feature of a qualification signalling exit from schooling. Satisfactory completion of a Unit 3–4 sequence of English Group units affirms the importance of English proficiency at the core of the senior secondary certificate.

1.2 Hampton Park Secondary College expectations for satisfactory completion of the General VCE:

At Hampton Park Secondary College, ***Year 11 General VCE students are required to study 6 subjects (12 units)***, unless an alternative program has been negotiated. The 6 subjects include:

- 6 x Unit 1 and 2 studies, which must include an English study, or
- 1 x Unit 3 and 4 study and 5 Unit 1 and 2 studies (or other combination within), which must include an English study
- Students can also choose a VET study, which can be scored

Year 12 General VCE students are required to study 5 subjects (10 units), unless an alternative program has been negotiated (e.g., 3 year pathway or if the student has accelerated the year prior). Students at HPSC in Year 12 General VCE study as part of their timetable:

- 5 x Unit 3 and 4 studies, including an English study
- 3 X Supervised Study Periods each week
- Students may also select a VET study, which can also be scored

If students are successful in receiving an S across the 2 (or 3) year program for each of their units, they will have a total of 22 units towards their VCE.

Students enrolled in studies external to Hampton Park Secondary College are expected to comply with these requirements. Any variation to this must be approved by the Houser Leadership Team and be related to the specific needs of the individual student. (Refer to requirements of applying for Virtual School Victoria or a VET program)

Meetings will be conducted with students and families throughout the year to suggest the best pathway based on an individual students' results and/or health including participating in an unscored pathway. For information about an unscored pathway please see the section below on 'unscored pathway'.

1.3 VCAA expectations for satisfactory completion of the Vocational Major – VCE VM

To be eligible to receive the VCE VM, students must satisfactorily complete **a minimum of 16 units**, including:

- 3 VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
- 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 nominal hours)

Students must complete a minimum of three other Unit 3–4 sequences as part of their program. Units 3 and 4 of VM studies may be undertaken together over the duration of the academic year to enable these to be integrated.

The VCE VM can be tailored to the needs and interests of the student, to keep them engaged while developing their skills and knowledge. Students can also include other VCE studies and can receive structured workplace learning recognition (SWLR). Most students will undertake between 16-20 units over the two years.

Students may only enrol in VM studies if they are undertaking the VCE VM program. There are specific program requirements for the VCE VM, which are in addition to the minimum requirements for satisfactory completion of the VCE.

The Senior Studies team run regular Student Eligibility Reports in the Victorian Assessment Software System (VASS) for all VCE VM students to ensure their program will allow completion of the VCE VM.

1.4 Hampton Park Secondary College expectations for satisfactory completion of the VM

At Hampton Park Secondary College, **Year 11 VCE VM students are required to study 5 subjects (10 units) and a VET course**, unless an alternative program has been negotiated. The subjects include:

- Unit 1 & 2 VCE VM Literacy or VCE English units
- Unit 1 & 2 VCE VM Numeracy or VCE Mathematics units
- Unit 1 & 2 VCE VM Work Related Skills units
- Unit 1 & 2 VCE VM Personal Development Skills units
- Unit 1 & 2 VCE subject of choice
- A VET course at Certificate II level or above (180 nominal hours). Please note an SBAT can be considered for individual students based on need and pathway and Headstart is also possible for consideration

At Hampton Park Secondary College, **Year 12 VCE VM students are required to study 4 subjects (8 units) and a VET course**, unless an alternative program has been negotiated. The 4 subjects include:

- Unit 3 & 4 VCE VM Literacy or VCE English units
- Unit 3 & 4 VCE VM Numeracy or VCE Mathematics units
- Unit 3 & 4 VCE VM Work Related Skills units
- Unit 3 & 4 VCE VM Personal Development Skills units
- A VET course at Certificate II level or above (180 nominal hours). Please note an SBAT can be considered for individual students based on need and pathway and Headstart is also possible for consideration

Year 12 VCE VM students may choose an additional Unit 1 & 2 OR Unit 3 & 4 VCE subject of choice. Students will only be considered for a Unit 3 & 4 VCE subject of choice if they have successfully completed unit 1 & 2.

1.5 VCAA expectations for satisfactory completion of the Victorian Pathways Certificate (VPC)

To be eligible to receive the VPC, students must satisfactorily complete *a minimum of 12 units*, including:

- At least two units of VPC Literacy (or units from the VCE English group, including VCE Vocational Major Literacy)
- At least two units of VPC Numeracy (or units from the VCE Mathematics group, including VCE Vocational Major Numeracy)
- At least two VPC Personal Development Skills units
- At least two VPC Work Related Skills units.

Students can also include units from VCE studies, VCE Vocational Major studies, and VET units of competency. More VPC units will be added over the coming years.

VPC students can receive VET credit for 90 nominal hours at the Certificate 1 or above level and receive structured workplace learning recognition (SWLR). Many students will undertake more than 12 units over the VPC.

The VPC is designed to be delivered in Year 11 and 12 and has a flexible duration depending on a student's individual learning plan and the delivery setting. **The VPC may be completed in a minimum of 12 months.** All VPC units can be completed in any order and in any year. The units can be delivered in a flexible manner and do not have to be delivered sequentially.

VPC units have been designed to align to the VCE VM units to enable providers to deliver the VCE VM and VPC within the same classroom where required.

As stated in the VCAA Admin Handbook:

A student will receive an S (satisfactory) for VPC units when they have demonstrated achievement in all learning outcomes for the unit.

All VPC assessment activities should be reviewed by the teacher to verify their successful completion. The elements in the curriculum documents further describe the learning outcomes and are intended as a guide for teachers in the design of assessment tasks to ensure consistency in how learning outcomes are interpreted and assessed.

To be credited with a satisfactory unit result, a student must demonstrate achievement in all learning outcomes in that unit.

The curriculum components in a learning program must be assessed in accordance with the requirements and guidelines outlined in the curriculum documents for the units.

The VPC provider coordinates the assessment and collection of results for all curriculum components within the learning program. Students will receive an S or N (not yet completed) result for each unit.

Teachers assessing students who have particular needs must maintain the validity and reliability of assessment. Flexible assessment methods should be used to allow students to demonstrate the successful completion of learning outcomes without disadvantage.

Teachers should use a variety of assessment tasks that provide a range of opportunities for students to demonstrate achievement of each learning outcome. Students should be observed on more than one occasion and, wherever possible, in a range of contexts to make sure the assessment is consistent, reliable, fair and equitable.

For VCE units included in the VPC learning program, assessment must be in accordance with the VCE study designs.

1.6 HPSC expectations for satisfactory completion of the Victorian Pathways Certificate (VPC)

Students who study the VPC at HPSC, will be enrolled into the following units:

Studies	Units
Work Related Skills	VPC Work Related Skills Unit 1 VPC Work Related Skills Unit 2 VPC Work Related Skills Unit 3 VPC Work Related Skills Unit 4
Personal Development Skills	VPC Personal Development Skills Unit 1 VPC Personal Development Skills Unit 2 VPC Personal Development Skills Unit 3 VPC Personal Development Skills Unit 4
Literacy	VPC Literacy Unit 1 VPC Literacy Unit 2 VPC Literacy Unit 3 VPC Literacy Unit 4
Numeracy	VPC Numeracy Unit 1 VPC Numeracy Unit 2 VPC Numeracy Unit 3 VPC Numeracy Unit 4

Students enrolled in the VPC at HPSC may also be enrolled in an SBAT or a VET depending on their individual learning needs and the pathway outcomes of the student.

Some students will also be supported with additional literacy and numeracy intervention and reading support, as well as learning support officer and multicultural education aide's support. Our Tutor Learning Initiative is another mechanism of support for our VPC students, and we will continue to review how we deploy our Tutors to support VPC learning growth and achievement.

All students who are recommended for the VPC are met with, together with members of the House Leadership Team, Careers, and their parent/guardian. This is critical as VPC students and their families must understand the outcomes specific to this course, which are not equivalent to the VCE. All students and parents sign an agreement when they enter the VPC. All PSD students are automatically recommended for the VPC, in consultation with the interventions team.

HPSC Progression Criteria

2.1 GENERAL VCE PROGRESSION AT HPSC

Progression from Year 11 General VCE into Year 12 General VCE

- The VCE requires sixteen Units total. Eight Units must be from Unit 3 and 4 and these must be in a sequence (3 and 4), and one must be from the English group.
- Students must have at least three Units of English across Units 1- 4.

At HPSC we encourage our Year 11 students to have a minimum of 10 satisfactory units, before they progress into Year 12. This must include at least 1 Unit of English.

Whilst students can progress with a minimum of 6 units, our aim is to set students up for success.

- If a student does not complete a minimum of 10 Units (8 or 9), their progress is reviewed by the relevant House Leadership Team and a student/parent meeting is conducted, together with careers
- In this conversation a discussion is had about progress and based on the individuals' circumstances. Goals are set for the student and check ins occur regularly
- If a student only achieves 6-7 units, they may be provided with an opportunity to complete a 3-year VCE. This means they would be considered a year 11 student in the second year of VCE and year 12 student in their 3rd year of VCE. All decisions are made based on the best interest of the student and their individual needs and circumstances. Goals are set for this student and close tracking and monitoring takes place
- A pathway change may also be considered, if this is in the best interest of the student, based on the required outcome of the student. ***Pathway changes are not simple and require careful consideration***

2.2 VCE VM PROGRESSION AT HPSC

The minimum VCE VM requirement is satisfactory completion of 16 units that must include:

- 3 VCE VM Literacy units or 3 units from other English studies group (including a Unit 3–4 sequence)
- 2 VCE VM Numeracy or other units from the Mathematics studies group
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units
- 2 VET credits at Certificate II level or above (students may accrue 2 units of credit following the completion of units of competency (UoCs) to the total of 180 nominal hours drawn from multiple VET courses).

In addition to their Unit 3–4 sequence from the English group, students must complete a minimum of 3 other Unit 3–4 sequences as part of their program.

Students will receive the appellation of 'Vocational Major' on their VCE certificates upon satisfactorily completing the VCE VM program.

A VCE VM student will be awarded the VCE, without the VM appellation, if they meet the minimum requirements for satisfactory VCE completion, but not the minimum requirements for the satisfactory completion of the VCE VM appellation

2.3 VPC PROGRESSION AT HPSC

To be eligible to receive the VPC, students must satisfactorily complete ***a minimum of 12 units***, including:

- At least two units of VPC Literacy (or units from the VCE English group, including VCE Vocational Major Literacy)
- At least two units of VPC Numeracy (or units from the VCE Mathematics group, including VCE Vocational Major Numeracy)
- At least two VPC Personal Development Skills units
- At least two VPC Work Related Skills units.

VPC students can receive VET credit for 90 nominal hours at the Certificate 1 or above level and receive structured workplace learning recognition (SWLR). Many students will undertake more than 12 units over the VPC.

At HPSC, we encourage our VPC students to achieve a minimum of 6 units to continue in the VPC, allowing them to gain an extra 6 units in the following year (if they are in Year 11).

If a student is in Year 12 studying the VPC they must meet the minimum requirements of 12 units to finish the course.

Study scores and ATAR calculations

3.1 VCE Study Score (for scored students)

When completing Unit 3 and 4 subjects for a score, students are working towards a Study Score for each of their subjects. The Study Score is a score out of 50 and is a ranking of all Victorian students completing the subject within VCE. The score for the student's class work and exams are summed and then ranked. For example, if there are 1500 students completing English, then students will be ranked from 1500 down to 1. If 3 students get the top mark, then they will get the ranking of 1500, and the next student will be ranked 1497 and so on.

The study scores for these subjects are normally distributed with a mean of 30 and a standard deviation of around 7. This means that whilst it is possible for students to get scores in the 40's, 95% of students will score between 16 and 44. Very few students get a score below 16 or a score above 44.

Students are then allocated Study Scores from this ranking, distributed as per the table below:

STUDY SCORE	> 45	> 40	> 35	> 30	> 25	> 20
% OF STUDENTS	2%	9%	26%	53%	78%	93%

3.2 Australian Tertiary Admittance Rank (ATAR)

The Victorian Tertiary Admissions Centre (VTAC) will receive results from VASS. VTAC will use these scores to determine the ATAR for each VTAC applicant and the applicant will be notified of that ATAR by VTAC at the same time as the applicant receives their scores from the VCAA.

The ATAR is an overall measure of a student's achievement in their Year 12 studies in relation to that of other students. The ATAR allows tertiary institutions to compare students who have completed different combinations of VCE studies. It is calculated by VTAC solely for use by institutions. The ATAR shows the position of a student relative to all students studying Year 12 or equivalent.

3.3 Calculation of the ATAR

Your ATAR is developed from an aggregate produced by adding your results for up to six studies:

- The scaled study score in English, EAL or Literature.
- The next best three scaled study scores permissible
- 10% of any fifth and/or sixth permissible subject scores that are available (called increments)
- If you have more than six results, the six permissible results that gives the highest ATAR is used.

Assessment: Satisfactory completion of Units

4.1 Satisfactory VCE Unit Result

For VCE Units, evidence of satisfactory achievement of outcomes is collected by the teacher through a range of tasks for the study. These outcomes are detailed in the VCAA study designs.

It is important to note the decision about satisfactory completion of a unit is separate from the assessment of levels of achievement, which contribute to students' Study Score and therefore the Australian Tertiary Admission Rank (ATAR). Teachers assess for levels of achievement in units 3 and 4 and provide a score, which together with examination results, combine to give a student Study Score which is used to determine ATAR and then tertiary education pathways.

“The decision about satisfactory completion of outcomes is based on the teacher’s judgment of the student’s overall performance on a combination of set work and assessment tools related to the outcomes. Students should be provided with multiple opportunities to develop and demonstrate the key knowledge and key skills required for the outcomes for the unit.

The assessment of levels of achievement is separate from the decision to award an S for satisfactory completion of a unit. VCE unit results (S or N) contribute to satisfactory completion of the certificate and not to study score calculation.

As stated in the VCAA Admin Handbook - For VCE units, excluding VM studies, final school-based assessment scores contribute to the calculation of a study score. Where the assessment item developed combines the demonstration of outcomes (S or N) and levels of achievement (scored assessment), best practice would support students who did not meet the outcome through the completion of the assessment item being afforded additional opportunities to demonstrate the outcome. For example, a teacher may consider work previously submitted, provided it meets the requirements, as a way of demonstrating the outcome. Students may not resubmit work to improve a school-based assessment score.

The student will receive an ‘S’ (satisfactory) for a unit if the teacher determines that the student has:

- Produced work that demonstrates achievement of the outcomes being assessed
- Completed and submitted all Outcome Tasks to a standard that demonstrates key knowledge and skills to a satisfactory level
- Submitted work that is clearly their own and can be authenticated by the classroom teacher.
- Adhered to the final deadline set by the classroom teacher for all coursework.
- Observed the school policy and VCAA rules in regard to assessment, submission of work and attendance.

4.2 Not Satisfactory VCE Unit Result

The student will receive an ‘N’ (not satisfactory) for the unit when one or more of the following occurs:

- The work does not demonstrate achievement of the outcomes
- The student has failed to meet a school deadline for the assessment task (which can include time granted through an extension for any reason or a special provision or both)
- The work cannot be authenticated, for example, through lack of attendance
- There has been a substantial breach of the VCAA’s rules and the school’s rules and procedures.

4.3 Satisfactory VCE VM Unit Result

Each VCE VM unit of study has specified learning outcomes. The VCE VM studies are standards-based. All assessments for the achievement of learning outcomes, and therefore the units, are school-based and assessed through a range of learning activities and tasks.

The student will receive an 'S' (satisfactory) for a unit if the teacher determines that the student has:

- Produced work that demonstrates achievement of the outcomes being assessed
- Completed and submitted all Outcome Tasks to a standard that demonstrates key knowledge and skills to a satisfactory level
- Submitted work that is clearly their own and can be authenticated by the classroom teacher.
- Adhered to the final deadline set by the classroom teacher for all coursework.
- Observed the school policy and VCAA rules in regard to assessment, submission of work and attendance.

Unlike other VCE studies there are **no external assessments of VCE VM Unit 3–4 sequences**, and **VCE VM studies do not receive a study score**. If a student wishes to receive study scores, they can choose from the wide range of VCE studies and scored VCE VET programs that contain both internal and external assessment components.

The VCE VM studies do not contribute to the ATAR. To receive an ATAR a student must complete a scored Unit 3-4 sequence from the English group and three other Unit 3–4 scored sequences. Students must achieve two or more graded assessments in these scored sequences.

4.4 Not Satisfactory VCE VM Unit Result

The student will receive an 'N' (not satisfactory) for the unit when one or more of the following occurs:

- The student has not completed the outcome work to a satisfactory level that demonstrates their key knowledge and skills of the outcome.
- The work cannot be authenticated, for example through lack of attendance.
- The work cannot be authenticated due to a substantial breach of rules
- The student has failed to adhere to set deadlines including if an extension of time has been granted for any reason, including special provision. and/or redemption of outcomes

4.5 Satisfactory VPC Unit Result

A VPC unit is satisfactorily completed once **all modules within that unit have been completed**. Completion of a module is based on the teacher's decision that the student has demonstrated achievement of the learning goal(s) of that module.

Evidence of achievement of a learning goal must be ascertained through a **range of assessment activities and tasks**.

Teachers must develop courses that provide appropriate opportunities for students to demonstrate satisfactory achievement of modules. **Students should be observed on more than one occasion** and, wherever possible, **in a range of contexts to make sure the assessment is carried out in line with the VPC assessment principles of valid and reliable, fair, flexible, and efficient assessment**.

Teachers assessing students with particular needs, must maintain the validity and reliability of assessment. **Flexible assessment methods should be used to allow students to demonstrate the successful completion of learning goals without disadvantage**.

Schools will report a student's result for each module to the VCAA as S (satisfactory) or N (not yet complete).

By reporting satisfactory completion of an S, the teacher is certifying that the student has achieved the learning goal(s) for the module according to the rules set out by the VCAA and the school.

To support students with additional opportunities to achieve a satisfactory result, teachers should:

- Assess students on an ongoing basis, integrating knowledge and skills with practical application over a period of time
- Use flexibility to meet the specific needs of students, ensuring that every student has the opportunity to demonstrate achievement at their own level and at their own pace, as appropriate to the purpose of the qualification

Each VPC study has two or four units. Each unit contains from one to three modules. The module specifies the learning goal(s) and describes their application. **Students must demonstrate achievement of the learning goal(s) to satisfactorily complete the module.**

Each VPC unit requires 100 nominal hours, of which at least 50 hours are scheduled classroom instruction.

The VPC is designed to be delivered flexibly to suit the needs and circumstances of the individual student. VPC units have been designed as standalone and can be completed in any order. The units can be delivered in a flexible manner and do not have to be delivered sequentially.

For VCE units included in the VPC learning program, assessment must be in accordance with the relevant VCE study design.

Students receive an S (satisfactory) for a module when the teacher determines that the student has:

- Produced work that demonstrates achievement of the learning goal(s)
- Submitted work that is clearly their own

Decisions about satisfactory completion are solely the responsibility of the school. Results for each module must be based on a judgment of satisfactory achievement or not yet completed for each learning goal(s).

4.6 Students at Risk of a Not Satisfactory Unit Result

If a teacher believes a student is at risk of not being able to achieve a satisfactory result for an outcome and unit, in either the general VCE, VCE VM or the VPC, they need to action the following steps:

- Discuss their concerns with the student individually and reinforce their expectations
- Discuss the implications of receiving an ‘N’ result for an outcome at VCE/VCE VM/VPC
- Continue to issue compulsory academic support sessions to assist students in completing course requirements and to provide more one-to-one support to further students understanding of key concepts
- Contact the student’s parent/carer to discuss that their child is at risk of failing the outcome
- Complete the ‘Academic Concern’ post on Compass. This is done when a classroom teacher has concerns about students learning – whether the reason be achievement, progress, attendance, engagement, completion of homework etc. This is for any concern – alerting House Leadership and specialist teams of the concerns, so supports can be put in place
- Further to this, after assessment, if there is concern the student may receive an N, the teacher complete the ‘At Risk in Learning’ Compass chronicle to alert the House Leadership Team.
- House Leadership Teams track student achievement and progress, as does the Senior Student Achievement Leader. If students are receiving multiple ‘academic concern’ posts or ‘at risk in learning posts’, House Leadership Teams contact the family of the student and engage in a parent meeting/guardian to discuss progress and potential pathways. Notes of this conversation will be kept on Compass for future reference
- See table below

Chronicle posts to support student achievement

	Academic Concern	At Risk in Learning	Unsatisfactory Outcome (N result) Chronicle Post
When to use?	To flag students you are concerned about regarding achievement	Used when you are concerned that a student in Years 10-12 is at risk of not successfully completing a unit or area of study (at risk of an N) – after assessment. Important to also post when SAC scores are low.	After redemption has taken place and at least 2 attempts have been provided

Why would you use it?	To highlight any academic concerns you have about the student. This can be related to attendance, work output, readiness task completion and standard, holiday homework completion and standard and academic results	A student has not met the requirements of the assessment task/SAC and has not shown the key knowledge and skills assessed	A student has not met the requirements of the outcome - after redemption, or has not completed the required tasks set, despite multiple attempts
Who receives notification	SEL / HoH / AP / Student / Caregivers	SEL / HoH / AP / Student / Caregivers	SEL / HoH / AP
Role of Teacher	Notify the student and caregiver of concerns in an ongoing way	Notify student & caregiver.	Notify Student & caregiver and Chronicle.
Role of House Team	Monitor student (across subjects) and discuss with the student. Assess the student's ability to meet the requirements of the subject in an ongoing way. Parent meeting if this is across subjects	Monitor student and discuss with the student. Assess the student's ability to meet the requirements of the subject and assess subject changes/course changes/pathways. Parent meeting if this is across subjects.	Contact Caregiver with implications of ability to achieve success. Possible meeting with caregiver. Chronicle.

Redeeming Outcomes

5.1 Eligibility and process for redemption

Students can be assessed in a variety of ways to satisfy the teacher that they meet the outcomes for a unit. Outcome tasks should be used to **enable a student to demonstrate that they have met the Key Knowledge and Key Skills for each Outcome.**

If a student has met the attendance requirements and has completed the outcomes tasks demonstrating key skills and knowledge, then the student will achieve an S. If a student has not met the requirements of the outcome tasks the redemption process should be followed.

As stated by VCAA in the Admin Handbook:

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 that has been undertaken and submitted by the student for the unit. This work may include class work, homework, additional tasks or discussions with the student, that demonstrates their achievement 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 N to an S for the outcome. Students may not resubmit to improve a school-based assessment score.

Redemption Process @ HPSC:

- Teacher makes a Compass Notification using the 'At Risk in Learning'
- The teacher provides the student with copies of the work/task and details and contacts the caregivers

- It is important to note the redemption task should differ from original task and can include other ways to demonstrate understanding of the outcome, key knowledge and skills
- Teachers must provide students with verbal notification of the task
- Teachers must provide feedback that clearly outlines what improvements need to be made and how students can achieve this to achieve a satisfactory outcome
- It is recommended within a two-week period; students can make multiple submissions for feedback to meet the required outcomes. If after the two weeks the student is continuing to struggle, teachers are asked to seek the support of the Senior Studies Team to discuss further opportunities for the student to meet the required outcome.
- It is recommended students are given at least two chances to redeem the outcome through further opportunities and a variety of tasks
- Teachers are permitted to assist a student during a redemption task to establish the student's degree of understanding
- If a student meets the requirements of an S, the teacher must notify the student and note this on the original Chronicle post
- If a student does not meet the requirements of the redemption task, the teacher must create a Compass Chronicle entry "Unsatisfactory Outcome (N Result)"
- Students must be notified if they receive an N
- An SEL (Student Engagement Leader), will then call parent/caregiver to notify them of N result and the implications of the result
- If a student receives an 'N' result for an outcome and therefore the unit, it is important that teachers maintain academic expectations within the classroom. Students must still complete course work, outcome tasks and the SACs for any subsequent outcome

5.2 Style of redemption task

- Students are still required to demonstrate key knowledge and skills in assessment criteria through the redemption task
- When deciding on a redemption task, the teacher may consider submission or resubmission of already set work or other work relating to outcomes that demonstrates their understanding of the outcome. This work may include class work or homework, a discussion with the student or an additional task agreed upon by the subject teacher

5.3 Satisfactory and not satisfactory result upon redemption

- If a student completes redemption successfully, the score achieved on the original SAC must remain the same, but the student will receive an 'S' instead of an 'N' for the Unit of Study

As stated by VCAA:

For the VCE (excluding the VCE VM) the teacher makes 2 separate judgements. The S or N decision for an outcome is separate from the decision that assesses the student's level of achievement, which is used for the calculation of a study score and contribution towards an ATAR.

5.4 Reporting a J result

If a student is no longer attending a unit but they have not officially withdrawn by signing a **student exit** form, the symbol J will be included on VASS.

The J result can only be used if the student:

- is no longer attending class
- has not submitted work for assessment.

The J result is recorded on the VCAA database but is not reported on the student's Statement of Results. Units with a J result are made available to the Victorian Tertiary Admissions Centre (VTAC) and are treated as equivalent to those with an N result.

5.5 Lost, stolen, or damaged work

If a teacher or student has lost work or had work stolen or damaged, they must make a written statement explaining the circumstances. The statement must be signed, dated, and filed at the school. Schools must keep a record, but they are not required to report the loss, theft, or damage to the VCAA. The principal, acting on advice from the teacher, and based on records kept, shall determine the unit result for the student.

For further information about redemption of outcomes, see the Appendix.

School Assessment: School based assessment

School-assessed Coursework (SACs) - The school-assessed coursework (SAC) consists of a set of tasks that assesses each student's level of achievement in Units 3 and 4 outcomes as specified in the study design. Schools provide a score for each component of coursework specified in the study design. The VCAA aggregates these scores into a single total score for each student, which is then statistically moderated against the examination scores in the study. The General Achievement Test (GAT) may also be used in statistical moderation.

Teachers must develop courses that include appropriate learning activities to enable students to demonstrate achievement of outcomes.

When developing SACs (and SATs), teachers need to ensure that the task allows enough scope for the highest achieving students to show their full range of knowledge and skills. This is important to avoid a 'tie at the top' scenario with statistical moderation.

6.1 Supervision Procedures for school-assessed coursework (SACs)

The following procedures are to be applied when SACs are completed under test conditions in the classroom – which is only for subjects where there is one class running. All other subjects with multiple classes, will engage in SACs on a Wednesday afternoon.

For single classes teachers must ensure:

- All desks are separated as best as possible and that the room is neat and tidy
- Only approved materials are permitted on a student's desk. All other items (pencil case, books, water bottles etc) should be placed on the classroom floor/left in student lockers
- All permitted materials are to be checked by the supervising teacher
- Active supervision by completing regular room checks to ensure students are not communicating (speaking, making eye contact etc).
- Mobile phones and other electronic devices (e.g. smart watches) are not permitted. As per the Mobile Phone Policy any mobile phones brought into the classroom must be placed on the teacher's desk, which will then be placed in an envelope and given to the House Office to be logged on Compass
- Where materials other than those permitted are identified, such materials are to be confiscated. The student is not permitted to finish the assessment task
- Undue assistance should not be provided to students while undertaking assessment tasks

6.2 School-assessed Tasks (SATs) and Authentication

- A SAT is a school-assessed task (SAT), which is set by the VCAA to assess specific sets of practical skills and knowledge. Teachers assess the student's level of achievement based on a rating against criteria specified by the VCAA. Schools provide a score for each criterion. The VCAA aggregates these scores into a single total score for each student, which is then statistically moderated against the examination scores in the study. The GAT may also be used in statistical moderation. Specific subjects have SATs.
- Teachers must ensure that there is a sufficient range of topics within their class to distinguish a student's work.
- Teachers must monitor and record each student's development of work, from planning and drafting through to completion of the assessment task. This is to be monitored using a subject specific 'School-assessed Task Authentication Record' form. This requires regular sightings of the work by the teacher. Please note that these forms are different for each subject, and it is important that teachers read the provided information regarding subject specifications on the VCAA website. To access the forms, follow this link on the live version of this document [Pages - VCE Study Designs \(vcaa.vic.edu.au\)](https://vcaa.vic.edu.au/Pages-VCE-Study-Designs)
- Observations of individual work done in class should be recorded. The teacher and student must sign and date each recorded observation. The teacher will only assess the work that has previously been authenticated in class as documented within the Authentication Records form.
- If the folio is not submitted and work can't be authenticated the folio will be given a '0' result and an 'N' (Not Satisfactory). This will result in an 'N' for the overall outcome, and therefore an 'N' result for the Unit. If the SAT folio is unsatisfactory, however, the student completed all work requirements, and met all the key skills and assessment criteria, the student will be given an 'S' for the unit outcome and their original score will remain.

6.3 SAC Authentication

Teachers are responsible for the administration of assessment tasks and the completion of work requirements. Teachers may ask students to further demonstrate their understanding of the task during the unit or upon submission. If any part of the task cannot be authenticated the matter must be dealt with as a breach of rules (see Cheating, Plagiarism and Colluding section).

Students must ensure that all unacknowledged work submitted for an assessment task is their own. Students must also observe and apply the VCAA authentication rules for school-based assessment. **Students must sign an authentication record for work done outside class when they submit the completed SAC** (See Appendix).

The VCAA authentication rules for school-based assessment state that a student must:

- Make sure that all work submitted for assessment is their own
- Not plagiarise the work of someone else
- Not cheat
- Acknowledge all resources used, including texts, websites, and other source material, as well as the name and status of any person who aided and the type of assistance provided
- Not receive undue assistance from another person, including their teacher, in the preparation and submission of work.

Unacceptable forms of assistance include:

- Use of or copying another person's work, including their teacher's work, or other resources without acknowledgement
- Use of or copying sample answers provided by their teacher or another person
- Corrections or improvements made or dictated by another person, including their teacher
- Not submit the same piece of work for assessment in more than one study, or more than once within a study
- Not circulate or publish a piece of work that is being submitted for assessment in a study in the academic year of enrolment
- Not knowingly assist another student in a breach of rules.

In considering if a student's work is their own, teachers should consider if the work:

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

6.4 Avoiding authentication problems

A significant amount of class time should be spent on a task so teachers are familiar with each students' work and can monitor this regularly. It is a VCAA requirement that assessment tasks are modified from year to year to maintain assessment integrity.

Where commercially produced tasks are being used for a SAC, teachers must ensure that the tasks meet the requirements of the study design and that they have been sufficiently modified to enable student work to be authenticated.

Our attendance requirement has been increased to support teacher authentication of student work. Where a student submits work and there is a question it is not their own, teachers must follow the breach of rules (see Cheating, Plagiarism and Colluding section – *also see Appendix items related to authentication*).

All subjects where there is more than one class, will have SACs run after school on a Wednesday to avoid authentication issues and to ensure the delivery of the SAC at the same time, for all classes – this maintains the integrity of the assessment. Should a student be absent on this day, a modified SAC is provided to the student, so that authentication and integrity remain.

6.5 School-assessed coursework completed outside of class

As outlined above all students must sign a VCAA provided authentication record (*see Appendix*) for work done outside class when they submit a completed task.

6.6 Scheduling Assessment Tasks

Students must be clearly informed, in advance, of all assessment dates.

VCE teachers are required to notify the Senior School Leadership Team before the beginning of each school year their planned assessment dates. This information is then collated and published for students and parents through Compass.

Teachers also need to ensure that the conditions under which assessment tasks are conducted, including resources permitted are communicated to students.

6.7 Rescheduling an assessment task for an entire class

If teachers wish to reschedule an assessment task because their students are not ready to be assessed, or due to other circumstances, they should provide adequate notification to all students in the class or classes.

An extension of time for all students in a class should be given only on the condition that they are all given adequate notice and that no student in the class or in another class is advantaged or disadvantaged.

6.8 Rescheduling an assessment task for an individual student

An extension of time for an individual student should be granted only in special circumstances. Students wishing to apply for an extension of time must collect, complete, and submit, an application form (*see Appendix*) to their Senior Learning Leader a minimum of 24 hours prior to the assessment. Students granted an extension of time must complete the SAC within a week of the original assessment date under the supervision of the Subject Teacher.

To be granted an extension of time, the students HLT may conduct an interview with the student and request evidence of work requirements/preparation completed prior to the assessment.

6.9 Maintaining the integrity of School Based Assessments

As outlined in the VCE Administration Handbook – to further ensure the integrity of all School Based Assessments, in addition to our policy and expectations around plagiarism, collusion and cheating, as well as our authentication processes, schools must:

- keep assessment tasks, including tasks in development, out of the reach, view and access of students until they are delivered
- avoid storing assessment tasks on open school networks and unsecured media such as USB sticks where possible, and avoid sending assessment tasks by unsecured means such as emails
- ensure teachers understand their professional responsibility to ensure the integrity and security of school-based assessments
- have students sign a declaration that they will abide by their school's policies and rules relating to the appropriate use of technology, including the internet
- minimise the time lag between classes when delivering the same school-based assessment across several discrete classes. If this is not possible, the assessment task should be suitably modified for each class
- make sure that tasks are not recycled from one academic year to another, to prevent student use of other student work from previous academic years, including previous assessed tasks that were not returned to students
- suitably modify commercially produced materials and publicly available materials to ensure the school can authenticate student work
- have procedures for students to request an extension of time to complete an assessment task
- provide students with information on the requirements for class attendance
- have procedures for lodging an appeal against school decisions related to assessment and make these procedures accessible to students.

Further to this:

- The school is solely responsible for deciding about the satisfactory completion of a unit. Decisions about satisfactory completion are informed by VCAA guidelines, including the requirements of the study designs and the assessment principles.
- To provide students with maximum opportunity to achieve a satisfactory result, schools should have an established process to support the delay of satisfactory completion decisions that is applied consistently across studies and units.
- A teacher's judgement on whether the student has satisfactorily achieved the outcomes for a study must be consistent for all students. This includes those who are being assessed for levels of achievement in the study and those who are not.
- Each VCE unit results must be determined based on evidence of achievement of outcomes completed during the academic year in which the student is enrolled. The VCAA recognises that some schools will begin teaching programs in the last weeks of the academic year before enrolment in the study. These programs are generally no more than 3 weeks in length and, for Units 3 and 4, must not include formal school-based assessment for the assessment of levels of achievement or to determine a unit result.

6.10 Student Appeals

6.10a - Internal Appeals process – when a student disputes a teacher's judgement locally

Stage 1: Informal Review (Classroom Resolution)

Timeline: Within 3–5 school days of result being released to student/feedback being provided

Process:

1. Student requests clarification from the subject teacher as to how the judgement has been made
2. Teacher:
 - Explains marking and rubric alignment/alignment to key knowledge and skills
 - Provides annotated work or marking guide/rubric
 - Corrects any **administrative errors** (e.g., miscalculation, data entry)

Outcome:

- Issue resolved OR student chooses to proceed

Most appeals should end here if clarity is sufficient

Stage 2: Formal School-Based Appeal

Timeline: Lodged within 5 school days after Stage 1

Submission requirements:

- Written appeal form is completed by the student, which includes:
 - Grounds for appeal
 - Specific sections of work in question
 - Supporting evidence to make appeal (e.g., rubric mismatch)

Valid Grounds for Appeal:

- Marking error or miscalculation
- Assessment criteria not applied consistently

- Procedural irregularity (e.g., incorrect instructions, disadvantage)
- Not valid: dissatisfaction with judgement alone

Appeal is lodged to the Assistant Principal of Curriculum Design and Learning

Stage 3: Review takes place

Process:

1. Assistant Principal of Curriculum Design and Learning speaks to the Senior School Improvement Leader and Senior Achievement Leader to inform them of what has taken place
2. Assistant Principal of Curriculum Design and Learning speaks with the Domain Leader of the subject area
3. Domain Leader discusses the student's learning outcome with the Moderation Team
4. Domain Leader reviews the processes undertaken to come to the final judgement
5. Domain Leader asks for clarification as to how the judgement has been made and asks for evidence against the rubric used/markings scale
6. Domain Leader asks for blind marking to take place if required, by an independent party
7. Domain Leader provides the Assistant Principal for Curriculum Design and Learning/ Senior Achievement Leader and Assistant Principal for Senior School Improvement with findings
8. Decisions are made together about the next steps

Important Safeguard:

- Marks can go **up, down, or remain the same**
-

Stage 4: Decision & Communication

Outcome communicated in writing:

- Final mark
- Explanation referencing rubric and evidence
- Any adjustments made

Timeline: Typically within 5–10 school days

6.10b - Student appeals to VCAA about a decision made by the school

As stated in the VCE Administrative Handbook, Section 2.5.21 of the Education and Training Reform Act provides that a student may appeal to the VCAA against a decision by the school, and any penalty imposed by the school, in respect of a contravention of the VCAA assessment rules relating to school-based assessments. This right of appeal does not apply to decisions about the satisfactory completion of a course arising from a student's attendance, or other disciplinary decisions of a school not arising from a contravention of VCAA assessment rules.

An appeal against a school decision must be made in writing to the VCAA Chief Executive Officer (CEO) no later than 14 days after the student receives written notice of the decision from the school. On receipt of a notice of appeal from a student, the VCAA CEO must nominate an employee of the Secretary of the Victorian Department of Education to interview the parties to the appeal and attempt to resolve the matter.

Notice of school decision following the resolution process

Following the interviews conducted by the VCAA-nominated representative, the school must notify both the student and the VCAA, in writing and within 7 days, that it has either:

- rescinded its decision and any penalty imposed
- rescinded the penalty imposed
- reduced the penalty imposed
- confirmed both the decision and the penalty imposed.

Student appeal

If the school rescinds its decision and any penalty imposed in relation to the student, the student's appeal to the VCAA is taken to have been withdrawn.

The VCAA must ask the student to either withdraw the appeal or confirm that the appeal is to proceed if the school has:

- rescinded the penalty imposed
- reduced the penalty imposed
- confirmed both the decision and the penalty imposed.

Appeal hearing

If a student elects to proceed with an appeal, the VCAA CEO must refer the appeal to be heard and determined by a review committee. An appeal of this nature is conducted as a re-hearing. This means that the review committee hears evidence from both the student and the school and makes its own decision on the evidence. It is not a review of the school's procedures and handling of the allegation(s) against the student.

If the review committee is satisfied on the balance of probabilities that the student has breached VCAA rules relating to school-based assessment, it may decide to:

- reprimand the student
- permit the student, if practicable, to resubmit the schoolwork required for either
 - assessment in the study or the course
 - satisfactory completion of the study or the course
- refuse to accept part of the work and request the school to assess the student on the remainder of the work submitted
- amend the student's school-based assessment results.

This decision must be conveyed to the student in writing.

Moderation of School Assessed Coursework

Moderation involves processes where teachers work with colleagues to collaboratively examine students' work and reach consensus on an assessment of the work against common standards. Moderation not only ensures consistent judgement when assessing student work but helps build teachers' knowledge and common understandings of the standards and assessment tasks which enable students to demonstrate achievement of the Standards.

7.1 Whole school moderation processes - see Appendix and Compass, School Documentation, Senior Studies 2026

Special Provisions within the VCE/VCE VM/VPC

VCAA Special Provision aims to provide students in defined circumstances with the opportunity to participate in and complete their VCE/VCE VM/VPC.

Special Provision is available to students completing the VCE/VM/VPC for classroom learning, school-based assessment and VCE external assessments. Specific eligibility requirements apply for each type of Special Provision.

8.1 Internal and External Special Provision

Teachers are not to grant students any form of special provision without this being approved by Senior School Leaders and/or House Leadership Team and/or the Inclusion Team.

Students who have been granted internal Special Provision will work with the Senior School Leaders, House Leadership Team, and the Inclusion Team to apply for external provisions.

For VCE external assessments, the VCAA is responsible for determining eligibility and for granting provisions in the form of Special Examination arrangements and the Derived Examination Score.

Students who have not previously received internal provisions may still apply for external provisions with VCAA.

For all information on provisions see this link in the live version of this document - [Pages - VCAA Special Provision](#)

8.2 Eligibility for Special Provision – in the classroom and in external assessment

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

- An acute or chronic physical or mental illness.
- Factors relating to personal circumstance.
- An impairment or disability, including a learning disorder.

If a student is granted either internal or external Special Provisions, teachers will be notified by the Senior School Leaders, House Leadership Team or the Inclusion Team of appropriate modifications that need to be made to student learning.

A Compass chronicle will be completed outlining the provisions the student is eligible for. Students will also be asked to apply for provisions based on circumstances throughout the school year via a microsoft form.

8.3 Management of students requiring Special Provision

Refer to the Appendix for an outline of staff roles and responsibilities when it comes to identifying student needs, putting in place the appropriate provisions and then supporting students with these provisions.

8.4 Derived Examination scores

During the examination period, students may apply to VCAA through the Senior School Leaders or the House Leadership Team, for a derived examination score. Students eligible for a derived examination score would include but is not limited to:

- Those significantly affected by illness during the examination period.
- Those significantly impacted by factor relating to their personal circumstances and environment.

Students wishing to apply for a derived exam score will need to provide documentation from an appropriate professional (e.g. doctor) that supports their claim. For information on derived scores see the link below in the live version of this document - [Pages - Derived Examination Score \(DES\) \(vcaa.vic.edu.au\)](#)

5.5 SEAS (Special Entry and Scholarships)

Students that meet certain criteria may be eligible to apply for special entry or scholarships for a university placement. SEAS Access and Equity is open to all students whose education has been adversely affected by their life circumstances during the course of their VCE, for example: difficult family circumstance, personal disability, long term medical conditions.

Students are required to show how their circumstances have impacted on their studies. Applications must be accompanied by supporting evidence from an independent source which may include a medical practitioner, psychologist, member of the staff or Wellbeing team. Full details of criteria and the requirements for meeting them are available on the VTAC website (www.vtac.edu.au).

Scholarships are available to Deakin, Monash, RMIT and The University of Melbourne. Refer to the VTAC and university websites for full details. Students can only apply for SEAS through the VTAC website within the timeframes set down by VTAC. Students are responsible for ensuring their application is submitted with all necessary evidence by the VTAC deadline.

Plagiarism, Cheating or Colluding and Breach of Rules

9.1 VCAA Guidelines

It is important to state in this policy that at the VCE level all cases of plagiarism, collusion or cheating/breach of rules may be very different in nature and that the process outlined below for incidents is a guide for students, teachers, and parents. All cases will be assessed by the relevant House Leadership Team who will have ultimate authority in deciding on the appropriate course of action.

If a student is undertaking an assessment under test conditions as a SAC, they must comply with VCAA examination rules (*see Appendix*).

A student must ensure that all unacknowledged work submitted for assessment is genuinely their own. If required, a teacher may ask the student to demonstrate their understanding of the task.

9.2 Suspected plagiarism, cheating or colluding/Breach of Rules

If a student is suspected of plagiarism, cheating, or colluding with school-assessed coursework but the classroom teacher did not witness cheating or cannot prove plagiarism or collusion, the student may be required to submit further evidence to demonstrate their knowledge and understanding of the task.

Students may be required to:

- Provide evidence of the development of their work
- Discuss the content of the work with the teacher and answer questions and or verbally demonstrate their degree of understanding
- Provide samples of other work completed that demonstrate understanding of the original task
- Complete, under supervision, a supplementary assessment task related to the original task

9.3 Actions required

If an Excel student is found by the Subject Teacher to have plagiarised or colluded /is in breach of rules the procedures outlined in the Hampton Park Secondary College Plagiarism Policy must be followed. The following steps are to be actioned as per the policy:

- The student will be interviewed by the Subject Teacher, and the Subject Teacher will record the incident onto a Compass Chronicle as Plagiarism Notification. An electronic letter and SMS will automatically be sent to inform the parent/carer. The subject teacher should also call the parent/carer to explain the incident
- The student will be interviewed by a panel with the purpose of gathering the facts of the incident. The panel will include the Subject Teacher or the Domain Leader, the Student Engagement Leader or House Leader, and the College Principal or Principals delegate

9.4 Possible Outcomes

- The student may be allowed to resubmit or resit a SAC/SAT and the task will be graded
- The student may be allowed to resubmit or resit the SAC/SAT but they will receive an official mark of 'UG' (Ungraded) or 0 for the SAC/SAT. The student can still achieve an 'S' result for the Unit
- The student may be awarded an N for the outcome, therefore obtaining an N for the unit
- Consequences for each incident (first, second, third incidents) are outlined in the Hampton Park Secondary College Plagiarism Policy included in the Appendix

Attendance Requirements

All students enrolled in a VCE/VM and VPC program are required to have a 95% attendance in all subjects unless reasonable and valid grounds exist for them to be absent.

At the discretion of the Principal, or relevant House Leadership Team, there may be unique situations where attendance is approved outside of the Hampton Park Secondary College Attendance Policy.

10.1 Attendance calculation

Students are expected to attend over 95% of timetabled classes.

10.2 Monitoring Attendance

Classroom teachers and the House Leadership Team aims to keep students informed when their attendance is becoming a concern.

The House Administration Officers will enter all notes and certificates on Compass so that all records are up to date and accurate for Classroom Teachers, Mentors and Student Engagement Leaders to view. The relevant House Assistant will record phone messages on Compass each day and contact parents/carers daily to inform of student absences and will follow the Hampton Park Secondary College Attendance Policy.

Student Engagement Leaders will maintain an attendance log, regularly reviewing the attendance of all students in each year level. Student's whose attendance is dropping below 95% will be required to attend redemption time.

Attendance letters will be generated and posted home regularly, and parent meetings will take place for those below the required 95%.

When a parent/carer meeting occurs, where possible, an unexplained attendance letter will be generated to be signed to account for the absences.

All students who are below the required 95% attendance are required to redeem their learning time.

10.3 When to issue an 'N' result based on attendance

If a student has not been attending/has sporadic attendance/attendance is poor in a subject/unit and they have not participated in any redemption time, an 'N' result for that subject should be considered, as authentication cannot happen.

If an N is deemed appropriate, in consultation with the House and the Student Achievement Leader/Engagement Leader, the classroom teacher is required to communicate this 'N' result to the student's parent/carer via a Compass notification and a phone call for this 'N' result.

According to VCAA policy an 'N' result cannot be given for not meeting attendance. The 'N' result is assigned to the Outcome when most of the absence occurred as the teacher would be unable to authenticate the work.

All students with attendance challenges and where Ns are being considered, must be discussed with the Senior Achievement Leader, Assistant Principal for Senior School Improvement and the relevant Student Engagement Leader/s.

For our updated attendance policy please see Compass, School Documentation, Attendance.

10.4 Parent/Carer Expectations

Parents/Carers of students who are absent are required to phone the school or log the details on Compass before 10.00am to explain their child's absence.

If a student is absent and the school has not been previously notified, a daily SMS message will be sent to contact parents. Parental approval notes are recorded as Not Present (parent explained) and is not an approved absence and therefore will count towards unapproved attendance.

When a student is absent, it is required in the senior years, that a medical certificate is provided. This will ensure the absence is VCE approved. House Administration Officers will tick the VCE approved absence box in Compass when a medical is provided. This is for students in Years 10-12.

10.5 Student expectations

It is the student's responsibility to catch up on any work missed because of an absence. All lessons are documented on Compass. The student can also email or discuss work missed with the subject teacher and put in place a plan to complete this work.

It is the student's responsibility to ensure that they have over 95% attendance in all subjects/units.

If the student has an attendance percentage of less than 95%, redemption of learning time is required. HLTs will track and monitor student attendance, letting students and families know when redemption is required.

10.6 Arriving late and leaving early

Students must arrive to school and class on-time. If students are late, they must sign in at their House Office. If students are late to school without a valid reason, they may receive reflection time to be completed that day and if they arrive late to class without a valid reason, they will receive consequences from the classroom teacher. Please see our consistent approach to managing late to class arrivals and late to school in our general Staff Handbook.

Students are not permitted to leave school grounds without permission regardless of if they are 18 years of age and drive to school.

Any student that does drive to and from school must provide the House with their car model and license plate. Students who need to leave school early must provide a signed parent/guardian note, and where possible, evidence of the appointment. The students then must see one of the House Team members before they sign out.

10.7 Teacher Expectations

It is a subject teacher's responsibility to keep accurate attendance records. Teachers must mark the Compass roll at the beginning of the lesson and record when students are absent or late and the number of minutes late.

If a student is absent on the day of a scheduled assessment, the classroom teacher must record on Compass 'Attendance - SAC Absence'. If a medical certificate is received by the relevant House Team, they will notify the classroom teacher. The classroom teacher can then organise an alternative time for the student to complete the assessment task. The SAC can be marked. If a medical is not received, an alternative time needs to be arranged but the SAC will not receive a score.

Reasons for Absence

11.1 Absences due to illness

Students who are absent due to illness must provide the original documentation to the House Assistant within 48 hours of their return to school (normal school day, no formal assessment). Please note, scanned or emailed documents will not be accepted.

The House Leadership Team will review this documentation and if valid, will approve this on Compass. Students who submit documentation that is not approved, will be informed by the House Leadership Team.

If the absence took place on the day of an assessment, the classroom teacher must check for this approval on Compass. If the student has not had their attendance approved, they are not permitted to complete the assessment.

When a student has been absent from school for prolonged periods or has been unable to complete all school-based assessment tasks because of illness or other special considerations, teachers in consultation with the Senior School Leaders and House Leadership Team may grant special provisions.

11.2 Absences during a school-based assessment

If a student misses a SAC due to illness, they must provide the appropriate documentation (e.g. medical certificate) to the House Assistant 24 hours upon their return to school. The medical certificate must be obtained on the day of the assessment task. **Backdated medical certificates will not be accepted for an assessment task.**

If the provided documentation is approved, students will need to arrange a time with their teacher to complete the assessment. Students will be issued with an alternative SAC task and must be prepared to complete the SAC on the day of their return if requested by the teacher.

If a student misses a SAC and is not able to provide the appropriate documentation, they will receive a 0 for the SAC.

When a student is absent for an assessment task (SAC or Redemption) and their absence has been approved, the teacher is to arrange an alternative time for this to be completed.

If a student is absent on the day of a SAC catch-up or the Redemption and do not have appropriate documentation for this will receive an 'N' result for the outcome and unit.

11.3 Absences due to co-curricular activities

Students who attend sports days, co-curricular and student leadership meetings, wellbeing sessions or are out of class but with permission, must ensure they communicate with the classroom teacher in advance to notify them of this. The student may be asked to provide evidence of this to ensure their attendance is approved.

When events have been set up and the HAO is informed, students will be marked as school event or the relevant code. This will be accounted for in the students attendance percentage.

11.4 Absences due to a family holiday

Family holidays, extended family travel overseas and planned absences are not accepted during VCE studies. Wherever possible, holidays should be scheduled within the term breaks.

If a SAC is scheduled to take place during their absence, this is to be rescheduled to an alternative date prior to leaving. For any student who is going on a holiday and is in the senior years, our school process is to be followed. Notes will be kept on Compass.

11.5 Absences due to cultural observances

There are 2 main cultural observances that are school approved. These are Eid Ul Fitr and Eid Al Adha. Please see Appendix for specific information on these cultural observances and when they take place throughout the year. Other cultural observances, may be considered by the school as approved, please consult with the Senior School Team.

Students who participate in these cultural observances must bring a note from home explaining this. It must be provided to the House Assistant prior to the holiday in order for it to be school approved.

Any notes that are received upon the student's return to school will not be accepted.

11.6 Absences due to bereavement

Students who are missing timetabled classes due to bereavement leave must notify the House Team. A member of the House Leadership Team will contact the family to discuss the duration of the leave and the approval process for the leave.

The House Leadership Team will then ensure a support plan is in put in place for this student upon their return to school.

Unscored Pathway

Students who wish to obtain their VCE Certificate but do not wish to acquire an ATAR for entrance into tertiary education, may choose to undertake an 'unscored' VCE pathway.

If a student completes an unscored pathway, they will not be required to sit end of year exams. They will not receive an ATAR or a study score for any of their subjects.

The classroom teachers' results will not be affected by students completing an unscored pathway.

If required, a student completing an unscored pathway can be assessed outside of the Assessment Policy.

Once a student is entered into an unscored VCE pathway, they are not able to revert to a scored VCE.

It is important to note students may select to be unscored in some subjects only, based on the requirements of their pathway and transition beyond secondary school.

All students enter the VCE as scored. No teacher is to assume a student is unscored, until communication has been received by the students HLT. A students word is not enough and we need to ensure all are treated as scored until told otherwise.

12.1 Eligibility for an unscored pathway

A Year 12 student who would like to complete an unscored pathway/is required to undergo a careers counselling conversation with their House Leadership Team and the Careers Team. Once careers counselling has concluded and it is deemed that the student has genuine reasons for pursuing an unscored pathway, both the student and parents will discuss this with a member of the House Leadership Team.

All parties must reach agreement and sign the appropriate documents which includes a letter agreeing to an Unscored Pathway and a Statement of Commitment.

The House Leadership Team will then notify subject teachers.

Unscored students are required to complete the same work as those scored, simply, they do not complete external assessment. SACs are part of the unscored student's assessment regime.

12.2 Not satisfactory result for units

If a student has failed to meet the VCAA and Hampton Park Secondary College requirements in different subjects, a program review will occur in which an unscored pathway will be discussed.

Students will be required to undergo a careers counselling process with the Careers Team. The student and parents will be required to meet with a member of the House Leadership Team to discuss this.

Internal Examinations

13.1 Internal Examinations

The Exams are a compulsory part of our educational program and help support our learners to achieve success. They provide valuable feedback to teachers about the skills and knowledge students have attained and their areas for growth and improvement. The more practice our students have, support their preparation for the GAT and the end of year external Year 12 VCAA exams.

HPSC runs 3 sets of internal run exams.

- Year 10, 11 & 12 Mid-Year exams
- Year 12 Practice Exams (last week of term 3)
- Year 10 & 11 End of Year exams

At HPSC, students' complete exams in nearly all Year 10, 11 & 12 subjects (including internal VET).

The only subjects that are exempt from exams are:

- Year 10 Applied Learning classes
- Year 10 VET tasters
- Year 11 & 12 VCE VM PDS
- Year 11 & 12 VCE VM WRS
- Year 11 & 12 VPC classes
- Internal VET subjects, which are not scored in the final year (year 2).

13.2 Creation and Printing of Internal Exams

- Teaching teams are expected to create exams for each subject requiring an exam
- Exams must be forwarded to the Domain Leader, with a completed exam printing sheet.
- Domain Leaders check exams and forward to the Office Manager (or delegate) for printing.
- Exams must be submitted to the Office Manager (or delegate) at least 15 working days before the beginning of the examination period.

13.3 Length of Exams

Year 10, 11 and 12 Mid-Year Exams:

- Year 12 English: 195 minutes (15 minutes reading time & 180 minutes writing time)
- Year 10 & 11 English: 135 minutes (15 minutes reading time and 120 minutes writing time)
- Year 11 & 12 VCE-Vocational Major Literacy: 70 minutes (10 minutes reading time and 60 minutes writing time)
- Year 11 & 12 VCE-Vocational Major Numeracy: 70 minutes (10 minutes reading time and 60 minutes writing time)
- All other mid-year exams are 90 minutes (10mins reading time and 80mins writing time)

Year 12 Practice exams

- There are no practice exams for any year 12 VCE Vocational Major or VPC subjects.
- Year 12 practice exams will only run for VCE and Year 2 scored VET subjects.
- All exams should match the length of VCAA exams

Year 10 and 11 End of Year Exams:

- All Year 11 VCE end of year exams should match the length of year 12 VCAA exams.
- Year 11 VCE-Vocational Major Literacy: 80 minutes (15 minutes reading time and 65 minutes writing time)
- Year 11 VCE-Vocational Major Numeracy: 80 minutes (15 minutes reading time and 65 minutes writing time)
- Year 10 English: 135 minutes (15 minutes reading time and 120 minutes writing time)

- All other year 10 exams are 90 minutes (10mins reading time and 80mins writing time)

13.4 Classes & Student Attendance during Examination Periods

During examination periods all year level-based classes are cancelled for the exam period, except for Year 10 applied learning classes and Year 11 & 12 VPC classes. Internal VET classes may run during the examination period, this is in consultation with the Senior School Team, Daily Organisation and at the request of the VET teacher.

Although exams are an integral part of the HPSC teaching and learning program, the importance of external VET or SBAT is recognised. Students who have external VET or SBAT must prioritise this over the internal exams.

As classes are cancelled, students are only required at school for their exam. If a student chooses to attend school during the examination period, they must sign in at the CRC to study.

Any accelerated students, who has a cancelled class during the examination period must go to the CRC whilst the accelerated class is not running during the examination period (i.e. a year 10 or 11 accelerating in a unit 3 or 4 subject during year 12 practice exams, or a year 9 student accelerating in a year 10 or a unit 1 or 2 subject during year 10 & 11 exams).

Any Year 9 student accelerating in a Year 10 or a unit 1 or 2 subject during Year 10 & 11 exams are expected to attend their usual Year 9 classes, around their exams.

Any year 10 or 11 student accelerating in a subject, has a school approved absence for the day of their exam and are not expected to attend classes on the day of the exam.

13.5 Exam Absences

- If students are absent on a day of an exam, they must obtain a medical certificate. If there are exceptional circumstances regarding an absence, contact the House Team to discuss.
- Where possible, exams will be rescheduled, however due to timing it is not always possible.
- If the exam cannot be rescheduled during the exam period, students may complete the exam an alternate time (study or supervision of the classroom teacher or set as a homework task)

13.6 Rescheduling Exams

Students may be granted the rescheduling of an exam for the following reasons:

- If a student has a VET course (external) or SBAT at the same time as an exams
- If a student has a clash of exams
- If a student has 3 exams on one day
- If a student has another school event scheduled for the same time as an exam

External Examinations

See below for the VCAA rules and expectations regarding External Examinations, in the Appendix items.

At Hampton Park Secondary College if there is a suspected breach of rules, we follow the Colleges Plagiarism Policy and Processes as outlined in this document and included appendices.

Approved Documentation

14.1 School approved documentation

For an absence to be 'school approved' students must provide the House Administration Officer with the appropriate documentation. This includes a medical certificate, court notice or funeral notice.

APPENDIX 1 – STATEMENT OF COMMITMENT

Statement of Commitment – Enhance and Excel Students (Years 8-12)

At Hampton Park SC, we are proud of our diverse community, and through empowering and engaging students, we remain wholehearted in our pursuit of excellence. We live out our values of, Respect, Learning and Working Together, every day.



As an Enhance/Excel student at Hampton Park SC, we ask that you commit to our school values and our college expectations, demonstrated through the following actions:

- working in partnership with my teachers, peers, and House team to achieve my best.
- maintaining 95% attendance, bringing a medical certificate when absent.
- arriving to school and classes on time, to maximise my learning outcomes.
- attending redemption of time, should I need to, if my attendance is below 95%.
- bringing laptop, books, and resources to every class.
- enacting school wide positive behaviours, supporting my learning and the learning, safety, and wellbeing of others.
- seeking support as needed from classroom teachers, careers and additional college supports.
- completing all homework (including holiday homework) and Learning Tasks on time.
- wearing my uniform with pride – either full College uniform or full sport uniform.
- using my own locker, with a school approved combination lock.
- communicating with my teachers, via email, COMPASS, and teams, within school hours, to support my learning.
- following a study timetable – a minimum of 1 hour homework each night, eg. reading, completing, and revising work.
- following College and Department policies to ensure the safety of myself and others – eg. policies on smoking, mobile phones, bullying, and when using technology.

Excel students ONLY (Year 11 and 12 students)

As a Senior School student aspiring to reach towards your chosen destination your commitment is to:

- attend after school SACs or events.
- ensuring redemption work/redemption of time is completed.
- complete and follow a study timetable -
- **VCE students:** 1-3 hours per weeknight, up to 6 hours on a weekend during peak VCAA periods (SACs/exams)
- **VCE VM and VPC students:**
 - attend VET/SBAT on time and follow all requirements of the provider.
 - complete class tasks, homework, and communicate with teachers about due dates and extensions.
 - attend work placement on time and follow all requirements of the employer.
- ensure part time work and/or extracurricular commitments are organised around school and study commitments.

As a college we support every individual reach towards your potential with

- a *team around the learner* including House team; Student Engagement Leader; Mentor teacher; wellbeing team; and careers team.
- Homework Club, accessible each week, to further develop your understanding, knowledge, and skills.
- additional teachers for English and Math, Learning Support Officers and Tutors for extension or learning support.
- Lunchtime Clubs for fun and to explore your interests, strengths, and skills.
- a variety of inter sport, House, and school activities to develop strength, confidence, ability and connection to House/school.
- Breakfast club to support a healthy and nutritional start to the day.
- a school nurse and health promotion nurse.
- technology support.
- a guaranteed and viable, choice curriculum with highly qualified and passionate educators.

Together, with your commitment, we look forward to going on this journey with you.

Wayne Haworth

Principal

.....

Please complete the information below, outlining your commit to our college and our vision and values.

I _____ commit to the college values and expectations outlined above. I promise to be my best every day and I will strive to reach my potential by making the most of what the college has to offer.

Name: Date: Student Mobile:
Student personal email: Student signature:

APPENDIX 2 – VCAA TEACHER CHECKLIST

VCE study development and delivery

Teachers must provide learning experiences and assessment opportunities that are in accordance with the currently accredited VCE study designs.

- 1 In developing a course of study, I have:
 - used the current study design
 - selected a text from the current text list, where applicable
 - prepared a range of tasks that enable students to
 - develop the listed knowledge and skills
 - demonstrate the listed outcomes.
- 2 Where a student has been identified as needing special provision for classroom learning and school-based assessment, I have liaised with the VCE coordinator.

Satisfactory completion

The decision about satisfactory completion of outcomes is based on the teacher's judgment of the student's overall performance on a combination of set work and assessment tools related to the outcomes.

- 1 I have explained clearly the work a student must do to achieve an S for a unit and the conditions under which the work is to be done.
- 2 I separate S and N judgments from levels of achievement (scored assessment), basing the decision about satisfactory completion on my judgement of the student's overall performance on a combination of set work and assessment tasks related to the outcomes.
- 3 I have provided students with opportunities (including additional opportunities, where appropriate) across the learning program to develop and demonstrate the key knowledge and skills required for the outcomes of the unit.
- 4 Where the work submitted by the student does not demonstrate the outcome, I have considered other work, including class work, homework, additional tasks or discussions with the student, that demonstrate their understanding of the outcome, when making an informed decision on whether an outcome is met.
- 5 In the case of lost or stolen work, I retain a written statement explaining the circumstances.
- 6 I know the school-based process to delay satisfactory completion and apply it where appropriate.

School-based assessment

School policies and procedures, including the conditions and rules under which school-based assessment will take place, must be communicated to students and parents at the beginning of the academic year or when a student enrolls in any VCE unit at the school.

- 1 To the best of my knowledge, the school-based assessment I deliver does not include any existing commercially produced, publicly available school-based assessment material, nor have I included previous year's school-based assessment. Where I have used existing resources to create school-based assessment it has been suitably modified to make sure I can authenticate student work.
- 2 I use the [Authentication Record for School-based Assessment](#) form (or similar) to monitor and record student progress on school-based assessment work conducted outside of class time.

- 3 I have not marked or provided comment on any draft submitted for school-assessed coursework unless it is a requirement of the VCE study design and/or for authentication purposes.
- 4 When assessing student work, I use performance descriptors or an assessment rubric/marketing guide.
- 5 If there is more than one class in my study, I follow the internal school practices regarding cross-marking and/or internal moderation.
- 6 After assessment is submitted and marked, I follow school-based procedures in relation to the provision of feedback to students.

School Assessed Task Authentication Form - SATS

These forms are subject specific. You can download them from VASS or from the VCAA website.

<https://www.vcaa.vic.edu.au/Documents/vce/School-basedAssessment/AuthRecSAC.pdf>



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Authentication Record for School-based Assessment

This is a form the VCAA provides for schools use. Schools are expected to comply with their statutory obligations under applicable privacy laws when collecting, using and disclosing personal information.

This sheet is to be retained by the school, sighted by the principal or principal's nominee, and filed (see the *VCE and VCAL Administrative Handbook, Scored assessment: School-based Assessment section*).

Note: Studies with School-assessed Tasks and Externally-assessed Tasks have study specific authentication records. They are available as VASS Downloads and the individual study pages on the VCAA website.

Please print clearly and in CAPITAL LETTERS.

This form must be completed by the class teacher and signed by students when School-assessed Coursework is completed outside class.

Study	<input style="width: 100%; height: 20px;" type="text"/>	
Coursework task	<input style="width: 100%; height: 20px;" type="text"/>	
Teacher	<input style="width: 70%; height: 20px;" type="text"/>	Class <input style="width: 20%; height: 20px;" type="text"/>

STUDENT DECLARATION

I declare that all resource materials and assistance used have been acknowledged and that all unacknowledged work is my own.

Authentication information from VCAA

Principals are responsible for the administration of the VCAA's rules and instructions in their school. One of these rules is that students must make sure that all work submitted for assessment is genuinely their own.

Teachers may consider it appropriate to ask students to demonstrate their understanding of the task at, or about the time of, the submission of their work. If any part or all of the work cannot be authenticated, the matter must be dealt with as a breach of rules.

Rules for authentication of school-based assessment

Students must observe and apply the VCAA authentication rules for school-based assessment. Students must sign an authentication record for work done outside class when they submit the completed task.

The VCAA authentication rules for school-based assessment state that a student must:

- make sure that all work submitted for assessment is their own
- not plagiarise the work of someone else
- not cheat
- acknowledge all resources used, including:
 - texts, websites and other source material
 - the name and status of any person who provided assistance and the type of assistance provided
- not receive undue assistance from another person, including their teacher, in the preparation and submission of work.

Acceptable levels of assistance include:

- incorporating ideas or material derived from other sources (for example, by reading, viewing or note taking), but which have been transformed by the student and used in a new context
- prompting and general advice from another person or source, which leads to refinements or self-correction or both

Unacceptable forms of assistance include:

- use of or copying another person's work, including their teacher's work, or other resources without acknowledgement
- use of or copying sample answers provided by their teacher or another person
- corrections or improvements made or dictated by another person, including their teacher
- not submit the same piece of work for assessment in more than one study, or more than once within a study
- not circulate or publish a piece of work that is being submitted for assessment in a study in the academic year of enrolment
- not knowingly assist another student in a breach of rules.

In considering if a student's work is their own, teachers should consider if the work:

- is atypical of other work produced by the student
- is inconsistent with the teacher's knowledge of the student's ability
- contains unacknowledged material
- has not been sighted and monitored by the teacher during its development.

Work completed outside of class – VCAA Admin Handbook

Most work for the assessment of unit outcomes and school-assessed coursework (SACs) will be completed in class; however, this does not preclude normal teacher expectations for students to complete research and learning activities that contribute to gaining key knowledge and skills outside of class time.

Additional work and study undertaken outside of class time will be required as part of the student's regular learning program. The setting and marking of work with a formative focus provides students with the opportunity to develop their knowledge and skills, and for teachers to provide diagnostic feedback.

A task for the assessment of unit outcomes may require preliminary preparation and activities associated with the task (for example, gathering necessary research data). The amount of work to be completed as homework is decided by the teacher, taking into account the nature, scope and purpose of the task. Students should be advised just before beginning the task that some information or data might be collected outside the classroom.

For SACs undertaken outside of class time, teachers must monitor and record each student's progress through to completion. This requires regular sightings of the work by the teacher and the keeping of records in the **Authentication Record for school-based assessment** form which is available to download on VASS.

Extension Application

REQUEST FOR EXTENSION OF TIME FOR SCHOOL ASSESSED COURSEWORK (SAC)

Extensions of time will only be approved due to extenuating reasons by the House Team.
Extensions will be evaluated on individual case information.

DATE:

STUDENT NAME:

SUBJECT (Unit):

SUBJECT TEACHER:

SAC NAME:

ORIGINAL DATE:

NEW SCHEDULED

TIME:

REASON FOR REQUEST FOR EXTENSION:

Student signature

Approved: Yes / No

acknowledged by Subject Teacher

By House Leader/
Student Engagement Leader

VCE Partnership Form

This form needs to be downloaded from VASS (a sample is attached below). It must include all party in order to submit it. Our VASS Administrator will let you know if you need to form a Partnership.



Level 7, 2 Lonsdale Street, Melbourne VIC 3000, Australia
TELEPHONE +61 3 9032 1700 **FACSIMILE** +61 3 9032 1799
EMAIL vcaa@education.vic.gov.au **WEB** www.vcaa.vic.edu.au
ABN 82 628 957 617

2022 VCAA Partnership Agreement Form (for School-based Assessment and statistical moderation)

PRIVACY STATEMENT

This form is provided to schools by the VCAA for school use only. As this form collects personal information, schools are expected to insert a Collection Notice to comply with their obligations under the *Privacy and Data Protection Act 2014* (Vic) or the *Privacy Act 1988* (Cth) (if applicable). Personal information should be stored securely and handled in accordance with applicable legal requirements and the school's privacy policy. Schools are advised to consult their legal advisor or privacy officer for further advice.

Each school in the partnership must retain an individual copy of this agreement. The form must be signed by the principal or delegate and retained at the school until March 2023. The VCAA may request this form for auditing purposes. To check school partnership status on VASS, navigate to: School Program > VCE > Partnerships.

School name

VCAA School code

School-based Assessment

Study

Code Unit 3 only Unit 4 only Units 3 and 4

List of schools I wish to have the following schools considered as one group and certify that the details have been entered and subsequently approved on VASS.

VCAA School code Number of students

School name

Principal or delegate name

As per information from VCAA

The VCAA recommends that schools with **fewer than five enrolments in any VCE Unit 3–4 study** form a small group partnership with another school for the statistical moderation of school-based assessments. ***It is up to the school to initiate the formation of the partnership and ensure that it operates effectively.***

Successful partnerships have consistent interaction between schools. Schools may use any method of interaction which is appropriate. These include telephone, fax, post, email and face-to-face meetings.

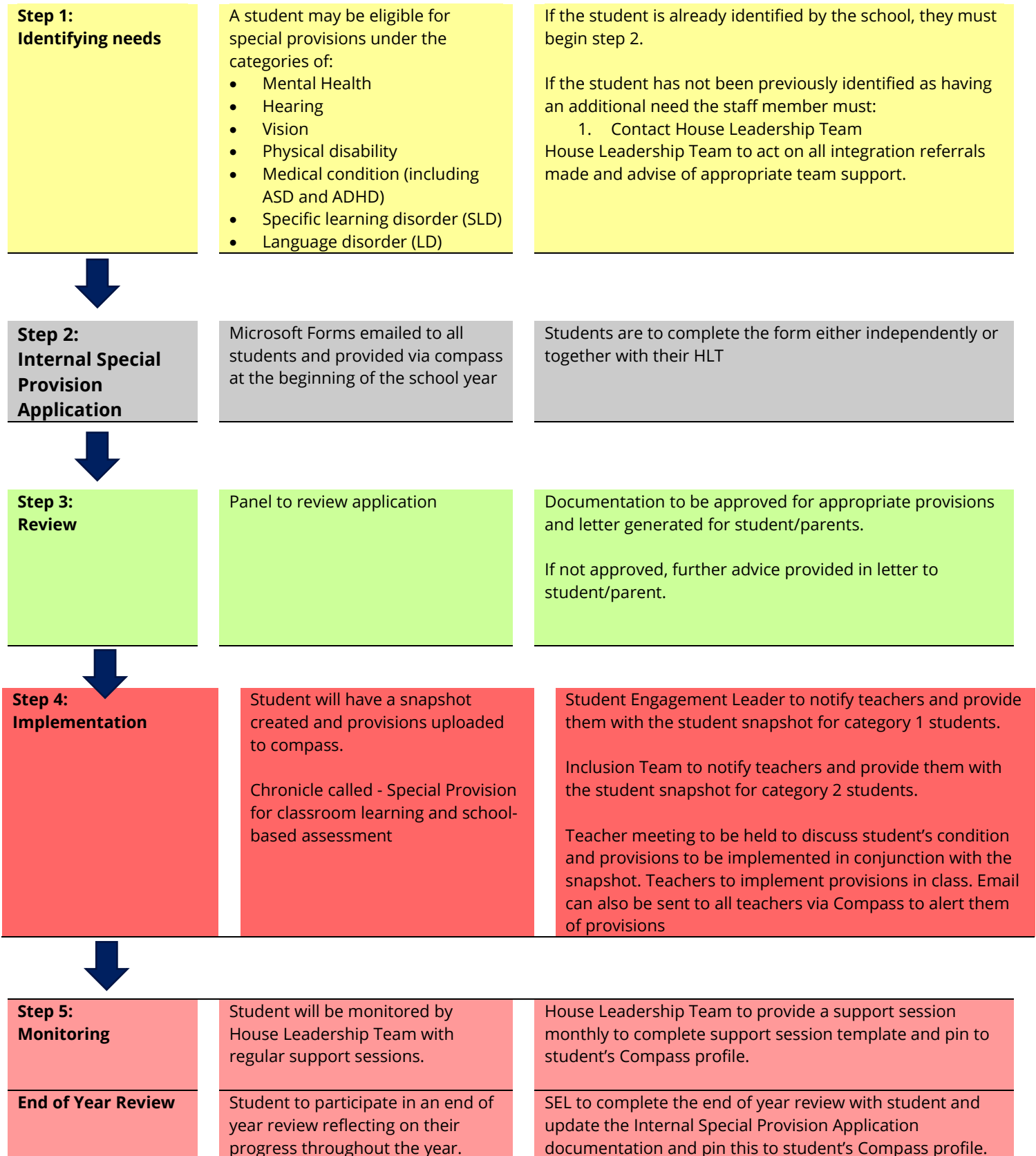
A small group partnership agreement form is obtained through VASS and must be:

- completed for each study for which a partnership has been formed
- endorsed by the school principal of each school in the partnership
- retained by the school until March of the following year.

It may be requested by the VCAA for audit purposes.

For further information about small group partnerships, see here in the live version of this document - [Pages - Small group partnerships for school-based assessment \(vcaa.vic.edu.au\)](#)

Internal VCE Special Provision Process





Step 6: Examinations

At the beginning of Year 12 a 'Special Examination Arrangement Application' must be completed and submitted to VCAA by the beginning of March.

If the student has been receiving special provisions throughout Year 11:

1. SEL to meet with each student at the beginning of Year 12 and complete 'School-based evidence'.
2. SEL to liaise with Inclusion Team and House Leadership Team to arrange for evidence to be collected.
3. SEL to seek Principal statement.
4. SEL to submit application to VCAA.

This can also be completed by the HOH or AP depending on who works closely with the student

If the student has not previously been identified as requiring special provisions the following steps must be followed:

1. House Leadership Team is to consult with the student and families.
2. House Leadership Team is to advise of appropriate team support to complete the referral process e.g., Inclusion Team and/or Wellbeing Team.

VCAA Examination Rules

Students are required to observe the following rules for the conduct of VCE written examinations and the GAT conducted by or on behalf of the VCAA, as well as the day-to-day rules of their school and of the venue.

VCAA rules shall apply with appropriate and reasonable modifications to students who have disabilities or other impairments.

All supervisors are issued with directions for the administration of VCE written examinations and the GAT and are required to report all alleged breaches of these rules to the VCAA.

Supervisors have the right to check any authorised materials that are taken into a VCE written examinations and the GAT.

1. Students must not cheat or assist other students to cheat, including taking any action that gives or attempts to give them or another student an unfair advantage in a VCE external assessment.
2. Students must not allow, induce or assist any other person to present for a VCE external assessment in their place.
3. Students must not present for a VCE external assessment in another student's place.
4. Students must not present for a VCE external assessment under the influence of alcohol or drugs.
5. Students must obey and observe all instructions or directions given by their supervisor.
6. Students must provide reasonable assistance to any investigation by the VCAA in relation to a suspected breach of VCAA rules.
7. Students attending a VCE external assessment may bring only the materials and equipment approved for that external assessment into the examination room.
8. Students must not possess mobile phones and electronic devices that are capable of storing, receiving or transmitting information or electronic signals, such as recorded music and video players, organisers, dictionaries and computerised watches, during a VCE external assessment.
9. Students detected with any device defined in rule 8 must, upon the direction of a supervisor, surrender that device for inspection. Any confiscated device may be retained, pending any investigation into an alleged breach of VCAA rules. Students must provide reasonable assistance to the VCAA or its agents to enable the interrogation of the device.
10. Students must not bring into or possess in the examination room any drinks or food, except under special circumstances as approved and directed by the VCAA. Bottled water is permitted in the examination room under approved conditions.
11. Students must not communicate with any other student while the VCE external assessment is being conducted.
12. Students must not cause any nuisance, annoyance or interference to any other student during a VCE external assessment.
13. Students must not remove or tear out any part of a bound reference, answer book, question/task book or question and answer book except where permitted, for example, formula sheets.
14. Students must not remove any response material, used or unused, from the examination room.
15. Students must not begin to write or mark their paper or response material in any way, or use a calculator, until advised by a supervisor that writing may commence.
16. Students must raise their hand if they wish to communicate with a supervisor.

17. Students must not leave their place until permitted by a supervisor.
18. Students will not be permitted to leave the VCE external assessment before 30 minutes have elapsed from the start of writing time.
19. Students will not be permitted to leave in the last five minutes of the VCE external assessment.
20. Students must cease writing when instructed to do so by a supervisor.
21. Students must remain silent and seated in their place at the end of the VCE external assessment until response materials have been collected and checked, and an announcement is made permitting students to leave the examination room.
22. Students must not communicate with an assessor, before, during or after a VCE external assessment, except when communication is necessary for the conduct of the assessment.

Students arriving late

Written examination, up to 30 minutes

A student arriving late for a **written examination, up to 30 minutes** after the scheduled start of writing time, will be admitted to the examination room. The student is allowed the full writing time but is given no allowance for reading time.

Written examination, after 30 minutes

A student arriving late for a **written examination, after 30 minutes** from the scheduled start of writing time, but before the scheduled finish of writing time, may be admitted only if all the following conditions are met:

- The principal of the host school, or the principal's delegate, recommends the student's admittance.
- The student is admitted into the room on the understanding that their response materials may not be accepted by the VCAA. The student must be advised of this condition and must sign acceptance of this requirement on a statutory declaration.
- The student completes a statutory declaration immediately following the conclusion of the examination declaring:
 - the reason for being late to the examination
 - the time of admittance to the examination room
 - they have not seen or read the examination question book prior to their admittance
 - they have not received any information about the contents of the examination question book
 - they understand that their response materials may not be accepted by the VCAA.
- Appropriate arrangements can be made to enable the student to complete the examination and that it can be completed without disruption to other students.

The student is allowed the full writing time but is given no allowance for reading time.

FREQUENTLY ASKED QUESTIONS ABOUT...



VCAA EXAMS

HOW ARE VCAA EXAMS DIFFERENT TO SACS/SATS?

VCAA EXAMS ARE WRITTEN BY A PANEL OF VCAA ASSESSORS WHILST SACS/SATS ARE WRITTEN BY YOUR TEACHER

ACS/SATS COVER SPECIFIC OUTCOMES WHEREAS EXAMS COVER ALL UNITS 3 & 4



WHAT DO I TAKE INTO MY EXAM?

EACH EXAM NEEDS SPECIFIC EQUIPMENT

SOME EXAMS ALLOW DICTIONARIES, BOUND REFERENCES AND CALCULATORS SO MAKE SURE YOU HAVE EVERYTHING YOU NEED



WHO MARKS VCAA EXAMS AND HOW ARE THEY MARKED?

YOUR TEACHER DOES NOT MARK IT!

EXAMS ARE MARKED TWICE USING THE SAME MARKING GUIDE BY VCAA ASSESSORS WHO ARE TEACHERS FROM ALL OVER VICTORIA



WHERE AND WHEN ARE EXAMS?

VCAA RELEASES A TIMETABLE EACH YEAR

EXAMS ARE HELD AT SCHOOL EXCEPT PERFORMANCE AND LANGUAGE ORAL EXAMS



Approved Religious Observance Days

Eid Ul Fitr

Eid Ul Fitr is also known as the ‘Festival of Breaking the Fast’. It is a religious holiday celebrated by Muslims worldwide that marks the end of Ramadan, the Islamic holy month of fasting. The day of Eid, therefore, falls on the first day of the month of Shawwal. The date for the start of any lunar Hijri month varies based on when the new moon is sighted by local religious authorities, so the exact day of celebration varies by locality. In Australia, it is decided by the Australian National Imams Council. This announcement is dependent on the citing of the new Moon (this could be 1 or 2 days before Eid). Eid Ul Fitr is celebrated over 3 days.

The predicted dates for the first day for Eid Ul Fitr are outlined below. Please be mindful that this is a guide and does not confirm the date. Confirmation comes from the National Imams Council.

2020	Sun	24 May	Eid ul Fitr	Muslim
2021	Thu	13 May	Eid ul Fitr	Muslim
2022	Tue	3 May	Eid ul Fitr	Muslim
2023	Sat	22 Apr	Eid ul Fitr	Muslim
2024	Wed	10 Apr	Eid ul Fitr	Muslim
2025	Mon	31 Mar	Eid ul Fitr	Muslim

Eid al Adha

The same process above is applied to Eid al Adha. Eid al-Adha follows from the annual pilgrimage to Mecca in Saudi Arabia. This pilgrimage applies to Muslims worldwide, as they are required to perform the Hajj once in their lives. Some Muslims in Australia may travel to Mecca prior to Eid al-Adha to make this pilgrimage. This celebration is over a 4-day period.

The predicted dates for the first day for Eid Ul Adha are outlined below. Please be mindful that this is a guide and does not confirm the date. Confirmation comes from the National Imams Council. Please note that due to the moon citing, the predicted date does not always coincide with the actual announcement.

2020	Fri	31 Jul	Eid ul Adha	Muslim
2021	Tue	20 Jul	Eid ul Adha	Muslim
2022	Sun	10 Jul	Eid ul Adha	Muslim
2023	Thu	29 Jun	Eid ul Adha	Muslim
2024	Mon	17 Jun	Eid ul Adha	Muslim
2025	Sat	7 Jun	Eid ul Adha	Muslim



SCHOOL ASSESSED COURSEWORK/TASKS (SACS/SATS)

VERSUS

OUTCOME TASKS

**HOW ARE THEY DIFFERENT?
WHY ARE BOTH IMPORTANT?**



SACS/SATS

Provide indication of achievement (Units 1-4)

Contribute to your Study Score (Unit 3/4)

Assessed by teachers and given a level (Very High to Very Low) and mark out of total available (e.g. 24/30) based on quality of work against marking guides or performance descriptors

Low marks do not result in an N for a unit of study, but will lead to review of student ability to meet outcomes

Style and conditions often similar to exam, but not always (depends on the requirements of the study design of the subject)

Examples include tests, case studies and questions, practical activities, practical reports, folios

OUTCOME TASKS

Contribute to your S/N result for the Outcome and Unit (Units 1-4)

Assessed by teachers and given a satisfactory (S) or not satisfactory (N) result based on demonstration of Key Knowledge and Key Skills

Must meet an S for all Outcome Tasks to obtain an S for the unit of study

Designed to allow students to demonstrate knowledge and skills in a range of ways

Examples may include class-based tasks, workbook checks, practise SACs, homework tasks, summary notes

BOTH TYPES OF TASKS ARE IMPORTANT TO ACHIEVE A SUCCESSFUL RESULT AND STRONG ATAR!

FREQUENTLY ASKED QUESTIONS ABOUT...



VCE COMPLETION

WHAT IS NEEDED TO "PASS" MY VCE?

YOU MUST HAVE 16 UNITS, WHICH MUST INCLUDE THE FOLLOWING:

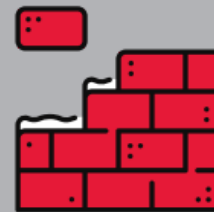
- THREE UNITS OF ENGLISH/EAL (INCLUDING A UNIT 3&4 SEQUENCE)
- AT LEAST THREE SEQUENCES OF UNIT 3 AND 4 STUDIES



WHY ARE UNITS 1 AND 2 IMPORTANT?

UNIT 1 AND 2 SUBJECTS COUNT TOWARDS YOUR OVERALL 16 UNITS NEEDED!

UNITS 1 AND 2 ARE THE FOUNDATIONS OF KNOWLEDGE AND SKILLS THAT ARE BUILT ON IN UNITS 3 AND 4



IF I HAVE LOW SAC SCORES... HAVE I FAILED MY VCE?

NO - SACS ARE USED TO CALCULATE YOUR STUDY SCORE AND ATAR

HOWEVER, YOU MUST COMPLETE ALL OUTCOME TASKS SATISFACTORILY, OR YOU RISK NOT HAVING ENOUGH UNITS!



DO I HAVE TO COMPLETE VCE IN TWO YEARS OR CAN I TAKE LONGER?

YOU CAN DO VCE OVER 3 YEARS BUT THIS DEPENDS ON YOUR AGE!



PLAGIARISM POLICY

Aim:

This policy is developed as an educational guide for students, teachers, Domain Leaders, Student Engagement Leaders, and parents/ carers and members of the school community. No policy, however comprehensive, can predict all of the incidents that might occur in this area of concern. Any staff member who suspects that a student (Years 7-12) has plagiarised, colluded, or cheated must report the incident as soon as practical once the breach is known. The staff member must then file the incident onto Compass using the Chronicle titled *Plagiarism Notification (7 - 10)* or *Plagiarism Notification (VCE and VCE VM)*. Additionally, any student or students who observe plagiarism, collusion, or cheating must report the incident immediately to the subject teacher.

Rationale:

According to the Oxford dictionary "plagiarism" means "the wrongful appropriation or purloining, and publication as one's own, of the ideas, or the expression of the ideas (literary, artistic, musical, mechanical, etc.) of another".

Plagiarism is an act of fraud. It involves knowingly stealing someone else's work and lying about it afterwards.

Students must strive for their personal best and seek honest feedback on their work in order to learn and improve. Cheating and plagiarism interfere with the assessment and feedback process that is necessary to promote academic growth.

Hampton Park Secondary College students are expected to demonstrate honest and ethical behaviour in completing all of their course work and assessment tasks.

All academic work, written or otherwise (including oral and visual presentations), submitted by students to their teachers is expected to be the result of their own thought, research, or creative ideas and to be expressed in their own words.

In cases where students feel unsure of what plagiarism and/or collusion mean, they are strongly recommended to speak with their teachers on the matter before submitting their work. Teachers are more than happy to offer guidance to students regarding how much information can be legitimately taken from other sources and how it can be used properly.

When a student's assignment involves researching outside sources of information, the student must carefully acknowledge exactly what, where, and how they have used these sources. Most subjects use either the Harvard or Oxford method of citation, with the exception of Psychology, which uses the APA system. Subject teachers will outline the expectations of the chosen referencing system used in each subject. Students can access the librarian located in the Resource Centre for additional support.

Teacher's work cohesively to ensure students are properly taught how to use citations within their work, how to reference their work, and how to create a bibliography.

The following steps will be taken to ensure all students are thoroughly educated about Plagiarism:

- A Student Declaration of Authenticity will be added to every common assessment task at Years 7-12.
- A plagiarism workshop will form part of each year levels Start Up Program.
- All subject teachers will raise the issue of Plagiarism within classes, in particular when the requirements of an assessment are discussed and explain how to avoid it.

This policy is intended to address incidents of plagiarism, collusion or cheating that may occur. Plagiarism, collusion, and cheating are defined at HPSC as:

- Copying directly from paragraphs, sentences, a single sentence or significant parts of a sentence without acknowledging the source.
- Copying someone else's work in part or in whole and presenting it as their own.
- Using material directly from books, journals, or digital sources without reference to the source.
- Copying images or text from the Internet and presenting them as their own work.
- Taking the ideas of others without reference to the source.

- Handing in work of which another person such as a sibling, friend, parent, tutor or subject expert has substantially contributed.
- Re-submitting their own work again, that has already been submitted for a previous assessment at any other time. Copying from your own work is the same as copying from someone else's work.
- Using words, ideas, designs or the workmanship of others in practical and performance tasks without appropriate acknowledgement or copyright permission.
- Paying someone to write, draw, create or prepare material.
- Bringing prepared or prohibited materials into an examination room, CAT, SAC, or test.
- Seeking the assistance of another student during an examination, SAC, or test.
- The sharing of information and resources online and via social media platforms is also subject to this plagiarism policy. Any information intended for, or likely to have the effect of, facilitating an unfair advantage for another student is considered misconduct and may breach this policy.

All teachers have a duty of care to ensure that students know the Plagiarism Policy. To the best of their ability, teachers should discuss the Plagiarism Policy with their students. Teachers may also wish to use supporting resources such as the Plagiarism Task document and student planner to help explain Plagiarism before the commencement of each major assessment task. Teachers should ensure that students are aware of what Plagiarism is and of the consequences that are applied if an incident occurs.

The role of parental support in children's achievement and ethical development:

Parental and family support of academic achievement and ethical development is fundamental to students' long-term success. The following behaviours are encouraged from parents and families in promoting true student achievement and personal best:

- Realistically assess your child's abilities. Help her/him to work in a quiet space in the home to complete set tasks, homework, and personal study so that she/he will be successful and challenged without undue stress.
- Do not push your child beyond their limits with your expectations or aspirations. Many times, students make poor decisions because the pressure to excel is greater than their ability to meet expectations.
- Teachers are available for extra help at lunchtime and after school, and opportunities such as online learning sites and homework tutorial club are available for individual assistance.
- If you suspect your child is experiencing difficulty in a class, or in their studies, please contact the teacher or the school. The sooner the problem is identified; the sooner steps can be taken to support your child's learning in a positive manner.
- If you are contacted because your child has been caught plagiarising, please remember that this is a learning experience; help your child to accept the consequences for his/her inappropriate actions.

Evaluation: This policy will be reviewed as part of the school's review cycle. Feedback from students, staff and parents will be discussed. Improvements and recommendations will be made accordingly.

Explore and Enhance Students (Years 7 – 9)

First incident – If the student is found to have plagiarised, colluded, or cheated by the Subject Teacher then the following actions will occur:

- The student will be interviewed by a panel with the purpose of gathering the facts of the incident. The panel could include the Subject Teacher, the Domain Leader and if necessary, Student Engagement Leaders.
- The Subject Teacher will record the incident onto Compass Chronicle, which will automatically email an electronic letter and SMS to inform the parent/carer. The subject teacher should also call the parent/carer to explain the incident.
- The student must resubmit the work and will be awarded the opportunity to receive a grade for a resubmitted assessment task.
- The student will be warned of the consequences that will apply if they plagiarises again.

Second incident – If the student is found to have plagiarised, colluded or cheated for a second time regardless of the subject, then the following actions will occur:

- The student will be interviewed by a panel with the purpose of gathering the facts of the incident. The panel will include the Subject Teacher, the Domain Leader and if necessary, Student Engagement Leaders.

- Subject teacher will record the incident onto Compass Chronicle.
- The parent/carer is contacted via phone or email and a formal Plagiarism Letter is sent home explaining the incident.
- The student must resubmit the work and will be awarded the opportunity to receive a satisfactory outcome for the subject, however the student will receive an official mark of 'UG' (Ungraded) for the assessment item.

Third incident (and all subsequent incidents) – If the student is found to have plagiarised, colluded or cheated for a third time, regardless of the subject, then the following actions could occur:

- The student will be interviewed by the Domain Leader and Sub School Leader / Principal class member to gather the facts.
- Subject teacher will record the incident onto Compass Chronicle.
- A parent/carer meeting will be held with the Domain Leader and Sub School Leader.
- A formal Plagiarism Letter, in addition to the parent/carer meeting is sent home explaining the incident.
- The student may receive a consequence at the discretion of the panel.
- The student will have an official mark of 'N' for the assessment item.

Special considerations:

Students who are funded under the Program for Students with Disabilities (PSD) or who have been identified from the annual National Consistent Collection of Data (NCCD) on School Students with Disability and who are still learning the mainstream curriculum will follow the guidelines below.

If an incident of Plagiarism arises involving a student who falls under the categories outlined above within Years 7 to 10, the following actions will occur:

- Subject teacher will liaise with a member of the Inclusion Team to discuss the incident.
- The Student receives a warning from the Sub School Leader or Student Engagement Leader.
- The Subject Teacher will record the incident onto Compass Chronicle.
- The Inclusion Coordinator will inform the parent/carer via phone or email about the incident.
- The student will not be required to re-submit the original parts to the task and it will be marked by the teacher.
- The student will be warned of the consequences if they plagiarises again.

If a second incident occurs regardless of the subject, the following actions may occur:

- The student will be interviewed by the Subject Teacher and a member of the Inclusion Team.
- Subject teacher will record the incident onto Compass Chronicle.
- The Inclusion Coordinator will inform the parent/carer via phone and a formal Plagiarism Letter will be sent home explaining the incident.
- The student must resubmit the work and will be awarded the opportunity to receive an original grade for the resubmitted assessment task.

If a third incident (and all subsequent incidents) regardless of the subject, then the following actions may occur:

- The student will be interviewed by the Subject Teacher and a member of the Inclusion Team.
- Subject teacher will record the incident onto Compass Chronicle.
- The Inclusion Coordinator will inform the parent/carer via phone and a formal Plagiarism Letter will be sent home explaining the incident.
- The student may receive a consequence at the discretion of the panel.
- The student must resubmit the work and will be awarded the opportunity to attain a satisfactory outcome for the subject, however, will receive an official mark of 'UG' (Ungraded) for the assessment item.

Excel Students (10-12)

Students must provide evidence that the work submitted is their own and/or was completed in accordance with VCAA requirements.

VCAA states:

Principals are responsible for the administration of VCAA rules and instructions in their school. One of these rules is that a student must ensure that all unacknowledged work submitted for assessment is genuinely his/her own. The teacher may consider it appropriate to ask the student to demonstrate his/her understanding of the task at or about the time of submission of the work. If any part or all of the work cannot be authenticated, then the matter must be dealt with as a breach of rules.

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.
- Sign the 'Declaration of Authenticity' for an assessment task.

General Guidelines:

It is important to state in this policy that at the VCE/VCE VM level all arising cases of plagiarism, collusion, or cheating may be very different in their nature, and that the process for incidents as outlined below for incidents is a guide for students, teachers, and parents/carers.

All cases will be assessed by the Senior School Team and Principal leading the Senior School. The Senior School Team and the College Principal will have ultimate authority in deciding on the course of action, which may include consequences, that are applied based on each individual incident of plagiarism, collusion, or cheating.

If the incident of plagiarism, collusion, or cheating involves a second student who has willingly shared their own work with the first student, it will be considered that this student has enabled the incident of plagiarism or cheating to occur and will thus incur the same penalty as the student originally found in breach of this policy.

The VCAA provides opportunity for HPSC to determine the consequence depending on the severity of the incident. If a VCE/VCE VM student is found by the Subject Teacher to have plagiarised, colluded, or cheated then the following actions will occur:

- The student will be interviewed by the Subject Teacher and the Subject Teacher will record the incident onto Compass Chronicle. An electronic letter and SMS will automatically be sent to inform the parent/carer. The subject teacher should also call the parent/carer to explain the incident.
- The student will be interviewed by a panel with the purpose of gathering the facts of the incident. The panel will include the Subject Teacher or the Domain Leader, the Student Engagement Leader or House Leader, and the College Principal/Principal delegate.
- Consequences for each incident will typically follow the sequence below, however, adjustments will be made if warranted by the severity of the incident:

1. First Incident

The student may be provided with an alternative assessment task. This task should be completed within the two-week Redemption period and will be scored. If it meets the required standard, the student will be awarded a satisfactory completion for the Outcome being assessed. An official letter will be sent to the parents/carers to explain the panel decision.

2. Second Incident

The student may be provided with an alternative assessment task. This task should be completed within the two-week Redemption period, but this task will not be scored. The student will be awarded a "UG" (Ungraded) for the assessment. If it meets the required standard the student will be awarded a satisfactory completion for the Outcome being assessed. The parents/carers will be invited to attend the panel meeting. An official letter will be sent to the parents/carers to explain the panel decision.

3. Third and subsequent Incidents

The student will be interviewed by the Domain Leader, Senior School Leader and Principal with parents/carers in attendance. The panel will decide on an appropriate course of action based on the evidence provided. There is an option for the student's work not to be assessed leading to an unscored/ungraded assessment, an N for the Outcome, and an N for the Unit of work.

APPENDIX 13 - MODERATION

Moderation Practices at HPSC Year 7-12

Supporting accurate Assessment and Teacher Judgement

As outlined in [Professional Practice Note 15](#):

'Moderation is the practice of teachers or students sharing and developing their understanding of what learning looks like by examining examples of different types and quality of students' work and comparing these with formal standards and success criteria (the Victorian Curriculum F-10 Achievement Standards).'

The practice gives teachers and students the collaboration structure and processes to look closely at evidence (student work samples) to establish:

- *What is to be learned?*
- *How is learning progressing?*
- *What will be learned next?*

The purpose is to make **consistent, valid, evidence-based decisions** about where students are at along the learning continuum and why, supported by evidence.

Moderation can be used:

- **Before assessment** to build agreement around what achievement of standards looks like and plan the teaching and learning program
- **As assessment** to establish student understanding, monitor progress, and adjust a learning program
- **After assessment** to support consistency of teacher judgement and alignment with curriculum standards

Moderation links to AITSL standard 5 – required for all teaching staff

- 5.4 Interpret student data
- 5.3 Make consistent and comparable judgements

Moderation Process at Hampton Park Secondary College

Moderation is part of our assessment practice for all studies and subjects and is built into our meeting calendar each week and at the end of units. For single teacher subjects, teachers seek internal partnerships to support this process and external partnerships as required by the VCAA (Year 11 and 12).

As outlined in the Professional Practice Note 15 (linked above):

Before Moderation, teachers meet to:

- Review the rubric created for the skills being assessed (in the assessment task)
- Decide whether the assessment task developed reflects the objectives of the learning program, relates to the Victorian Curriculum F-10 and will identify student understanding
- Adjust the assessment task if required, to reflect the skills outlined in the rubric – which has been created from the standards
- Decide on the timing of the assessment – which week/lesson
- Decide on the delivery of the assessment – to ensure consistency across all classes
- Modify the assessment task and create prompts/scaffolds for those identified by the inclusion team
- Create an exemplar of what is being looked for – to support quality and consistent assessment

During moderation, teachers meet to:

- Collaboratively discuss student work
- Each teacher shares one piece of work and the rubric assessment, explaining why they have made the judgements they have made

- Teachers mark the pieces of work collaboratively against the rubric to develop a shared understanding of judgements
- Collectively discuss strengths, gaps, patterns and trends across the cohort and within the assessment

After moderation, teachers meet to:

- Discuss, based on student assessment whether the instructional strategies were successful
- Determine whether the rubric was successful
- Adjust the rubric/assessment and teaching strategies for the next time the assessment is implemented
- Adjust the learning sequence as required to include the updated assessment task and rubric, as well as adjusted learning strategies and resources to support success, close gaps and stretch those who need it

Additional VCE Requirements:

- VCE teachers can apply for additional moderation time, outside the meeting calendar, based on their SAC/SAT schedule and need
- Teachers apply for additional time using a shared spreadsheet which is circulated at the start of each Semester, by the Assistant Principal for Curriculum Design and Learning
- The spreadsheet is reviewed by the Daily Organiser and Operations Team, regularly. On the spreadsheet, the Team highlights in green if the dates are approved. If the dates are not approved, they are highlighted in red with, in the comments section, alternatives
- It is best practice for single-class subject teachers to form a partnership with another marker to moderate. However, where this is not possible, the Domain Leader can support or a teacher who has previously taught the subject
- Wherever practical, redemptions should be double marked
- Subjects with more than one class should meet to establish a rank and avoid students receiving the exact same rank – to ensure spread of students
- When developing SACs/SATs, ensure the task allows enough scope for a spread of scores and for the highest achieving students to show their full range of skills and knowledge. This is extremely important to avoid a 'tie at the top' scenario with statistical moderation.
- Students must be made aware that grades are subject to statistical moderation from VCAA

Resources:

- [professionalpracticenote15.pdf](#)
- [Team teaching moderation \(aitsl.edu.au\)](https://aitsl.edu.au)
- [Moderating student work \(aitsl.edu.au\)](https://aitsl.edu.au)
- [How to Organise an Assessment Moderation | The English Classroom](#)


APPENDIX 14 – VASS SHEETS – HOW TO COMPLETE

Completion of VASS sheets

S and Ns (Providing the Unit Result)

not attending classes, has not formally withdrawn from a unit and no work relating to an outcome has been submitted the result must be N.

Unit Result	OC1	OC2	OC3
S			
S			
S			
S			
S N	S	S	N
S			
N	N	N	N
S			
S			
S			
S			
S			
S			
S			
S			
S			
S			
S			
S			
S			
S			
S	S	S	S
N	S	N	N
J			
S			



Unit result out of the Maximum marks to be awarded

These need to be checked very carefully to ensure accuracy. You also want to make sure here you have moderated your results and you have an accurate ranking to support student achievement.

If a result has not been entered, the maximum score is shown

Unit 3 Outcome 1	Unit 3 Outcome 2	Unit 3 Outcome 3
Max 20	Max 40	Max 40
8	12	15
NA	NA	NA
NA	NA	NA
13	21	16
14	31	32
14	24	28
11	25	36
NA	NA	NA
NA	NA	NA
13	29	31
17	32	35
13	32	27
15	16	27
4	0	7
16	23	23
7	3	21

Indicative grades and the anomalous grades check

Indicative grades for all VCE external assessments, apart from the Music Composition externally assessed task, must be submitted before the relevant external assessment period. The primary purpose of collecting these indicative grades is to support the quality assurance procedures for marking the external assessments. They assist in identifying possible anomalous marking of individual student responses. Indicative grades will also be used in the calculation of the DES.

The indicative grade is the school's prediction of a student's actual level of achievement on the examination. Indicative grades are a letter grade, from A+ to E/UG (ungraded) or NA (not assessed); note that plus (+) can be used, but minus (-) is not available for input. Class teachers of the same study at the school should confer on the comparability of the indicative grades given to their students.

The rank order and level of spread of the indicative grades for the school cohort in the study are of prime importance. The indicative grades for the school cohort are moderated by the VCAA to make sure that they are statistically reliable. If they are not statistically reliable, they will not be used.

Strategies for arriving at an indicative grade

The VCAA has no preferred position on how a school arrives at a set of indicative grades, except to advise that there should be coherence in the process. All teachers at the school should be provided with advice by the principal on the definition and purpose of the indicative grade, and a suitable means of arriving at a set of indicative grades for the school cohort.

Examples of strategies used by schools include:

- setting practice examinations, which must be held at a time that allows entry of the indicative grade on VASS by the due date
- ranking the students by performance in school-based assessment and then applying an appropriate grade
- basing the grade on prior knowledge of the relative ability of the student in the study.

The VCAA recommends that schools use the indicative grades feedback report on VASS to assist with determining indicative grades. This report shows if the school's indicative grades for the previous year were generally aligned with the final grades. The indicative grades feedback report is available on VASS by selecting the School Admin tab and following the sequence: School Admin > School Statistics > Indicative Grades Feedback.

al judgement of the teacher on how the student will
no intention of undertaking the external assessme

	GA3
	NA
	D+
	NA
	E+
	E
	E+
	B
	D
	D+
	D
	D+
	NA

APPENDIX 15 – THE GAT

THE GAT – VCAA ADVICE

The General Achievement Test (GAT) is a pen-and-paper test of general knowledge and skills taken by students in the course of completing their senior secondary studies.

The GAT plays an important role in the quality assurance of VCE assessments and also provides students with an opportunity to demonstrate they meet the Victorian Literacy and Numeracy Standards expected at a senior secondary level. GAT results are also used in the calculation of the Derived Examination Score (DES).

No special study is needed. Past study of subjects like English, Mathematics, Science and History prepares students for the GAT by building their general knowledge and skills in writing, numeracy and reasoning.

The GAT is structured into Section A and Section B, with a range of question difficulties.

Marks are not deducted for incorrect answers.

Time allocations are provided for each component to make sure students attempt all sections of the GAT. Even if one section is not completed within the suggested time allocation, students should move on to attempt the next section. Students can return to any incomplete questions at the end of the test.

Section A is comprised of:

- a two-part writing task – 30 minutes
- 50 numeracy multiple-choice questions – 45 minutes
- 50 reading multiple-choice questions – 45 minutes

Section B is comprised of:

- an extended writing task – 30 minutes
- 25 mathematics, science and technology multiple-choice questions – 45 minutes
- 25 arts and humanities multiple-choice questions – 45 minutes

Who sits the GAT?

Both Sections A and B

- Students enrolled in one or more VCE or scored VCE VET Unit 3–4 sequence, including students not planning to undertake scored assessment even if they have met the standards in a previous year.

Section A only

- Students enrolled in one or more VCE Vocational Major Unit 3–4 sequence and are not enrolled in any VCE or scored VCE VET Unit 3–4 sequences

If a student has already met the standards in a previous year and they are enrolled in VCE Vocational Major but not in any VCE or scored VCE VET Unit 3–4 sequences, they will not be expected to sit Section A. However, they may opt to do so if they wish.

Victorian Literacy and Numeracy Standards

Section A of the GAT assesses 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 Victorian Literacy and Numeracy Standards are derived from Australian Core Skills Framework (ACSF). For more information, go to the VCAA website.

External assessments

The GAT is used as part of a final check on external assessment scores. If there is a significant statistical difference between the final score for an external assessment and the score predicted by the GAT and school indicative grades, the external assessment will be assessed again by the chief assessor. Scores may go up or stay the same, but they will not go down as a result of this final check.

APPENDIX 16 - COMMENCEMENT

2026 Commencement

A supportive guide for all Staff at HPSC

Dear Staff,

Our 2026 Commencement Guide outlines important information about our approach and the shared expectations of all students and staff at our College.

Specifically, our guide provides information and advice around:

- The rationale and structure of Commencement
 - How to conduct lessons during this time – across the curriculum and year levels
 - The compulsory Readiness/Homework Tasks; and
 - Our Berry Street approach, that supports and underpins Teaching and Learning
-

This part of the guide outlines the fundamentals and structure of commencement.

Rationale:

The Whole School Commencement Program aims to:

- Start the 2026 academic year early to set the tone for new learning.
- Enable students to be introduced to their subjects for 2026.
- Increase student motivation and engagement that new subjects and learning bring.
- Provide a smooth operation of the school by not running two overlapping timetables.
- Support the establishment of rigor and a strong tone around attendance.
- For Senior Students, give them a head start on Area of Study One/Outcome One (or the first unit of work for Year 10).

Structure and Staffing:

- Eight periods for each class + two Connect sessions (Year 7-10), from Monday 24/11/25 to Friday 5/12/25 (10 school days)
- The 2026 provisionally allocated teacher will take the class – staffing may still be subject to change based on absences/leave, but consistency will be prioritised
- Where the 2026 teacher is not yet at the school, a replacement teacher with similar methods/experience will take the class – CRTs may be used if this is impossible. This may include using teachers of Year 7 students (as they have not yet started)
- If there is a class where the teacher is not yet at school (new staff member to HPSC or staff member is on leave), if there is a Team teaching this subject in 2026, the Team are asked to paste the required lesson plans to the required subject page on Compass to ensure consistency across classes
- If there is a class where the teacher is not yet at school (new staff member to HPSC or staff member is on leave), and the class is a single subject, the Domain Leader will provide information on Compass in consultation with the teacher who taught the subject in 2025

Teachers Commencement Checklist. *Getting ready*

On Friday 21st November, all staff will engage in a Curriculum Day, on site, to prepare for Commencement.

The beginning of the day will be a whole staff (teaching staff) meeting in the CRC where Curriculum and Teaching and Learning Leaders will guide staff through the expectations of Commencement and the direction for Teaching and Learning at HPSC in 2026.

A data analytics session will take place in Domains, following the whole staff meeting, where staff will begin their planning in Teams using Maestro and all curriculum material provided.

Teachers, throughout the day are encouraged/expected to plan for:

- An introduction to what the subject is about (overview/course outline/study design), key skills and knowledge, types of activities/assessment including Rubric/Marking Guide/ Exemplar and resources, etc. Think about how you can get the subject off to a great start with a strong plan.
- The Hidden Curriculum, that is, the routines, expectations, classroom rules, including attendance requirements and arrival to class on time – setting a strong tone.
- Delivering learning that connects to the core curriculum, with material stored on Compass in School Resources. Speak with your Domain Leader if you cannot find the information required. Seek ideas and feedback from colleagues to support this preparation.
- Year 10 to 12 teachers, familiarise yourself with the Study Design for VCE/VCE-VM/VPC in your subject/area – **some subjects have new Study Designs, so please ensure you are prepared using the correct materials**

Note: All teachers are to use our shared Lesson Plan structure, which is included in each subjects Learning Sequence. This will be discussed in our staff meeting on Curriculum Day.

Remind students, during commencement students are beginning their new subjects. Commencement constitutes the first two weeks of the first unit of work for the subject. The learning undertaken during commencement will not be repeated, therefore, students must attend.

Suggested Lesson breakdown for Commencement Lessons:

<p>Lesson 1</p>	<p>Focus: Connection and Introduction. Get to know your students with Positive Primers, Brain Breaks and Ice Breaker activities. Tell them a bit about yourself and why you're passionate about teaching this subject. Introduce them to the subject – if possible, capture their curiosity by showing samples of work from previous students. Go over the expected resources (books, equipment, laptop, e learning resources that will be used, etc.), course outline and assessments including SACs/SATs/CATs. Remind students that if they miss a Commencement lesson it is their responsibility to catch up on the work and homework from that lesson.</p> <p>Remind students that Commencement is the official start of the subject; learning completed in Commencement will not be repeated at the start of 2026.</p> <p>Begin Learning for the first Unit/Outcome</p>	<p>Example only</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> • To understand the curriculum and assessment of this subject • To understand the requirements for the first Outcome/CAT/Assessment <p>Success Criteria:</p> <p>I will know that I am successful if I can:</p> <ul style="list-style-type: none"> • Explain what we learn about in this subject • Understand how I will be assessed and what resources I need to be successful. • Explain what our first Outcome/CAT/Assessment will require me to do • Explain the skills I am required to show in my first Assessment
<p>Lesson 2</p>	<p>Continue Learning for the first Unit/Outcome</p>	<p>Determined by each teacher/teaching team, based on the first unit of work/outcome for the subject</p>

Lesson 3	<i>Continue Learning for the first Unit/Outcome</i>	<i>Determined by each teacher/teaching team, based on the first unit of work/outcome for the subject</i>
Lesson 4	<i>Continue Learning for the first Unit/Outcome</i>	<i>Determined by each teacher/teaching team, based on the first unit of work/outcome for the subject</i>
Lesson 5	<i>Continue Learning for the first Unit/Outcome</i>	<i>Determined by each teacher/teaching team, based on the first unit of work/outcome for the subject</i>
Lesson 6	<p><i>Continue Learning for the first Unit/Outcome</i></p> <p>Focus – Introduce Readiness Task and Holiday Homework <i>Introduce the Readiness Task, outlining the parameters of the task, how it will be assessed and when it's due. This should be a rich, engaging task that thrusts the students into the subject. Reinforce the importance of this task and students fully applying themselves. Student success in this task will be reviewed by the Senior Team – as we track and monitor results, as well as student readiness for their chosen subjects</i></p>	<p>Example only</p> <p>Learning Intention:</p> <ul style="list-style-type: none"> <i>To understand the purpose and requirements of the Readiness Task</i> <i>To understand the purpose and requirements of the Holiday Homework</i> <p>Success Criteria: <i>I will know that I am successful if I can:</i></p> <ul style="list-style-type: none"> <i>Start working on the Readiness Task independently</i>

Readiness Task: Years 10-12 (Excel Students)

The Readiness Task in 2026 will **ONLY** take place for students in Years 10-12 Students (our Excel Students).

This **formal assessment task is to take place before Friday 13th February 2026** – allowing all staff to choose the most appropriate period within the 2-week time frame.

Please note, the VCE VM is a VCE Certificate, hence, when we refer to Excel Students it is all encompassing of General VCE and VCE VM at Year 11 and 12. The expectations are the same for these students, as is the rigor required/expected.

The readiness task is a compulsory task for all students in Years 10-12 (see below for specifications to VPC).

In Years 7-9 there is no formal readiness task, however, all teachers are required to establish high expectations and a positive climate for learning. ***Teachers are highly encouraged to set Holiday Homework.***

The purpose of the Readiness Task is to:

- Act as the first agreed formative assessment task for the subject to give an early indication of each student's academic ability within the subject
- Act as a trigger point to assess students 'readiness to learn' in their chosen subject areas - assessing their learning habits and seriousness towards the VCE, the VCE VM and the VPC
- Determine the student's suitability to undertake the subject/s chosen
- Determine the student's suitability to the pathway selected during course counselling

- Support Houses and the Senior Team to identify students 'at risk' in their learning, furthering conversations with the student and family – early intervention
- Set the tone for students/families/guardians regarding the expectations of Senior School, which includes requirements around:
 - o Homework
 - o Study Habits
 - o Time management
 - o Completion of tasks by set dates/due dates
 - o Standard of work required in the senior years
 - o Support classroom teachers to identify areas of priority for each student/learning needs for each student

The Readiness Task has two components in Years 10-12:

- **Component One – Holiday Homework** – connected to the Readiness Task, designed to support students to prepare for application in the Readiness Task. It is also designed for the student to show commitment towards learning in the senior years

Examples of possible Holiday Homework to prepare students for their Readiness Task and first Area of Study:

- o Summary of key concepts e.g., Cornell notes taken from Edrolo
- o Reading and annotating of English Texts
- o Annotating a Text/Multiple Texts
- o Reading of a case study and annotating
- o Reading an Examiner's Report/Practice Exam/Practice style questions – as a part of something bigger
- o Research Task
- o Edrolo Task which connects to learning

Holiday Homework is DUE the first lesson back for the subject and must be submitted via a suitable method, such as Compass Learning Tasks

- **Component Two – The Readiness Task** – designed for students to apply what they have learnt through commencement and their set Holiday Homework. **The Readiness Task is an individual task, to be completed during class time under SAC/test conditions/or conditions suitable to the style of task.**

Examples of possible Readiness Tasks:

- o Case study and questions answered using notes and resources
- o Writing prompt with response
- o Exam style short answer questions
- o Multiple Choice Test
- o Problem based task
- o Mini poster
- o Written report
- o Student folio work
- o Logbook activity e.g. for Psychology

Readiness Tasks should reflect the nature of the work required in Outcome Assessments for the subject, depending on your subject's nature.

In 2026 Readiness Tasks will be set up by Domains as Subject Wide Tasks on Compass. Note, if the task is a hard copy submission, teachers still need to check off that they are submitted through the learning task. The Learning Task is also where feedback is to be placed.

Readiness Tasks will take place during class, before Friday 13th Feb 2026.

Requirements around Holiday Homework Completion:

Responsibility of Student

- Follow the instructions as provided by the teacher
- Seek clarity/feedback as required
- Ensure punctual submission of the required homework task by the first lesson back 2024
- Complete the holiday homework to the best of their ability
- Plan how they will manage their time to complete all homework/study over the holidays – dedicating adequate time to each task

Responsibility of Teacher

- Set the tone for the holiday homework and its importance
- Set homework that allows students to engage in a readiness task that assesses the skills and knowledge of students in the subject area
- Provide clear instructions about the homework task and requirements
- Provide clear feedback to students who seek it, to support success with the task/s
- Provide adjustments for students who need extra support (DIP, PSD, IEP, etc.) - scaffolding the task/s- and recording the adjustments
- Develop short video demonstrations/supportive material to help students engage and complete the tasks
- Follow up with students to ensure they understand the task and its requirements, as well as deadlines
- Provide clear submission methods and dates to all students in the class
- Create a submission space for students to upload their task – via Compass Learning Tasks
- **Submit a Compass Chronicle titled 'Didn't Complete Holiday Homework' by the end of Week 1 COB Friday**
- Communicate to families concerning observations/or positive engagement via Compass

Responsibility of House Leadership Team

- Track student submission of holiday homework through Compass Chronicle
- Follow up with the students who have not submitted holiday homework and where patterns are emerging
- Place students, as required, on success plans/student agreements – if they are struggling across the board – in liaison with families – this information will be provided to House Teams by the Freeman House Team
- Make sure the students and families are aware of the expectations regarding holiday homework

Requirements around the Readiness Task:

Responsibility of Student

- Attend all lessons of commencement to support the successful completion of the readiness task
- Follow the instructions as provided by the teacher for the Readiness Task
- Prepare for the readiness task, by completing holiday homework
- Seek clarity/feedback as required to complete the task
- Complete the Readiness Task to the best of their ability

Responsibility of Teacher

- Set the tone for the Readiness Task and its importance
- Create a Readiness Task, with the Domain Leader, pushed out as a subject wide task, that reflects the academic rigour required to do well in the subject
- Communicate with the class about the dates for the readiness task and expectations
- Develop a readiness task that assesses the skills and knowledge of students in the subject area
- Provide adjustments to the readiness task for students who need extra support (DIP, PSD, IEP etc.) - scaffolding the task/s- and recording the adjustments
- Follow up with students to ensure they understand the task and its requirements, as well as deadlines
- Provide clear submission methods and dates to all students in the class

- Create a submission space for students to upload their task/hand their task in. Depending on the task this could be done through Compass, or for example, for logbook activities, students simply hand in the task to the teachers for review
- Provide adjustments for students who need extra support (DIP, PSD, IEP, etc.) - scaffolding the task/s- and recording the adjustments – If you believe a VCE (not VCE VM) student requires an adjustment to the Readiness Task, you **MUST** first contact Freeman House to determine if the student is eligible for adjustments and what adjustments are allowed for that student under VCAA Special Consideration rules.
- Communicate to families concerning observations/or positive engagement via Compass
- Follow SAC rules, if conducting the task in SAC format– Readiness tasks must be collected at the end of each lesson and (in almost all cases), be completed on paper
- **Submit a chronicle for the student if they have not completed their Readiness Task, once the task has been administered**
- Provide feedback on the student’s task through the subject wide Compass Learning Task

Responsibility of House Leadership Team/Domain Leaders:

- Track student submission of Readiness Task through Compass Chronicle
- Work with teachers to support students to complete their readiness tasks and encourage all teachers to create the relevant posts if tasks are not completed
- Follow up with the students who have not submitted holiday homework/readiness tasks and where patterns are emerging
- House Teams - Place students, as required, on success plans/student agreements in liaison with families - if the student is identified as ‘at risk in learning’
- House Teams - Make sure the students and families are aware of the expectations regarding holiday homework

Redemption of Readiness, Year 10-12 (Excel Students) - including VCE VM

The Redemption of Readiness at Year 10 to 12, is for students who:

- Have completed the Readiness Task, but the **quality is well below/below the expected level for a student at the beginning of that year level, for that subject**
- Have not completed their Readiness Task
- Have not completed their Holiday Homework
- Have completed the Holiday Homework, but the **quality is well below/below the expected level for a student at the beginning of that year level, for that subject**

Redemption of Readiness for English and Math based subjects will take place formally **after school on Wednesday 18th Feb and Wednesday 25th Feb in Freeman House.**

For all other subjects, Domain Leaders will communicate the method for redemption.

If a student is required to complete Redemption of Readiness, the Teacher **completes a chronicle entitled ‘Redemption of Readiness’ by the end of Friday 13th Feb.**

Additional information for Classroom Teachers and Domain Leaders about Redemption of Readiness:

- Students completing Readiness Tasks will complete the same task completed during Commencement, but it is expected it will be to a higher level/standard than they achieved during Commencement
- Redemption of Readiness only assesses the Unit being studied/section of the unit being studied, not the entire course
- All Readiness Tasks should be attached to the subject wide learning task, making printing easy when required by the teams managing redemption of readiness
- The Senior Team will keep track of all students who need to redeem tasks to ensure follow up with students and families
- Events will be created for Redemption of Readiness/homework by KRK and the Domain Leaders
- Supervision of the Redemption of Readiness is yet to be determined – with further information to come

- If a student cannot redeem a task at all/they are significantly struggling across the board, parent meetings will take place and discussions had about pathways/subject selections

When attending Redemption of Readiness, students:

- Will be required to complete the work, submitting it via the compass learning task/s or, if handwritten, submitting it to the supervising teacher once completed.
- If a student does not attend, further follow up will be required.

Note: Year 8 and 9 teachers should set a small amount of holiday homework.

For Years 8 and 9 students who do not complete their holiday homework/do not complete their holiday homework to an acceptable standard, teachers are asked to follow up as they would with any other piece of outstanding work. Additionally, it is expected that students will receive feedback on their holiday homework and that the holiday homework will be referred to as a part of learning in the first Unit of Work.

Teachers can use the Homework not completed chronicle, to report this back to Houses.

VPC Teachers: Specific Information

Structure and Staffing:

- Year 11 and 12 VPC classes will run during Commencement
- As part of the VPC program, students will be doing either:
 - An SBAT on a Tuesday and Thursday off the grounds
 - A VET on a Tuesday or Thursday off the grounds

Focus:

- Staff should, at the beginning of Commencement, introduce what the subject is about (overview), types of activities/assessment (i.e. Readiness Task, the ALAT), resources etc.
- Staff should, at the beginning of Commencement, introduce key terms of the VPC subject such as modules, learning areas, and applications.

Activities:

- Each VPC subject is to have a Readiness Task that encapsulates aspects from the first module for Unit 1/Unit 3.
- The Readiness Task is to be completed with enough time for you to provide feedback to students/families/Houses in relation to the student's capabilities within the VPC

Holiday Homework:

- Optional for VPC classes and is at the discretion of the VPC teacher.

VET Teachers: Specific Information

Structure and Staffing:

- Internal VET classes **will run** as per the timetable for 2026 – Students will undertake their internal VET during commencement
- ***External VET classes will not run until 2026, so students will attend their usual classes on these days – as VET clashes with usual periods at school***
- Where possible, the 2026 allocated teacher will take the class for Internal VET

If trainers have any questions about VET during this time, they should see Caz Jenkins (VET Coordinator).

Flagging students 'At Risk in Learning' - Year 8-12

Commencement is a time to re set the tone for learning and what we expect @ Hampton Park Secondary College. It is a serious learning time. Teachers play an active role in setting the tone and monitoring student application, effort, and achievement.

Chronicle entries should be completed, using the '**Academic Concern – Years 7-12**' chronicle, if a teacher notices:

- Students immediately not engaged
- Students not completing learning tasks as required
- Students not focussed or learning habits not being demonstrated to the required level
- Students struggling with the learning in the tasks/subject area
- Students not prepared for learning

Year 12 Study Periods

Year 12 Study is now fully staffed. This provides an excellent opportunity to embed higher expectations as to how students utilise their study time and enables students to access skilled senior teachers. **Please note if a study period is scheduled for Period 5, students will be sent home in 2026, to support staffing.**

The Senior Improvement Team will meet with all Year 12 Study Teachers to outline the expectations of Study and to set the tone. The Senior Team will also visit each Study class during commencement, where they can, to outline the responsibilities of all students and to support in setting the tone.

As preliminary information, for all Staff who are allocated a Year 12 Study:

- Supervised study is a compulsory school program and contributes towards a student's attendance
- Each assigned teacher has been allocated a small group to supervise and actively support – spread across the timetable. The supervised study code is 12STUDY
- **Each teacher's role is an active one**, helping to build rigor and accountability when students are studying and supporting them to develop independence. Teachers are asked to encourage collaboration amongst students studying the same subjects and support them to ask for help from their classroom teachers
- **Teachers are asked to check in with each student, each session and talk to them about their study,**
- Further supports are being explored, including tutoring and seminars run by external providers

Connect Lessons Year 8-9

See Compass for full details of suggested lesson plans and resources (Pencil - School Resources -Connect Program- 2025 Commencement).

Lesson 1: Year 8, 9

Learning Intentions:

- To build positive relationships within my Connect group and understand my strengths and areas for improvement.

Success Criteria:

- I have participated in all activities.
- I can identify my strengths and areas for improvement from my Learning Habits report in Semester 2 for each subject.
- I can set goals to improve my learning outcomes from the beginning of Commencement classes.

Learning Activities:

Teambuilding and Get to Know You Activities

- Connect teacher is to develop activities or select from Mentor Handbook under school documentation.

Learning Habits Reflection & Goal Setting

- For each subject in your learning habits report you will analyse your strengths and areas for improvement.
- These may be focusing on one area of each category of the learning habits or an overall learning goal for your classes during commencement.
- 16 Days of Activism Activity

Resources for teaching Staff – Compass - Pencil - School Resources - Connect Program - 2025 Commencement

Lesson 2: Year 8, 9

Learning Intentions:

- To build positive relationships within my Connect group and understand my strengths and areas for improvement.

Success Criteria:

- I have participated in all activities.
- I can identify my strengths and areas for improvement from my Learning Habits report in Semester 2 for each subject.
- I can set goals to improve my learning outcomes from the beginning of Commencement classes.

Learning Activities:

Teambuilding and Get to Know You Activities

- Mentor teacher is to develop activities or select from Connect Handbook under school documentation.
- Class Challenges- possible links to consider:

Activity 1: Scattergories

<https://swellgarfo.com/scattergories/>

Activity 2: Jeopardy

<https://jeopardylabs.com/>

Resources for teaching Staff

Compass - Pencil - School Resources - Connect Program - 2025 Commencement

Connect Lessons – Year 10 - Unit 2 VCE WRS

All Year 10 students will study Work Related Skills in Connect. This programme will run across the full year with the required assessed outcomes.

Commencement Lesson 1:

RESOURCES:

Positive attitude and work ethic

Laptop & charger

Exercise book to write in

Stationary

ACTIVATE:

Learning intention:

Students need to increase their understanding of work readiness, the importance of expectations throughout the year, and what exactly this unit of work (i.e. VCE Unit 2 WRS) entails.

Success criteria:

I understand what a VCE unit of work is and what is expected of me.

Focus the learning:



EXPLICITLY TEACH:

- Play some 'get to know you' games with your teacher.
- Co-decide on classroom expectations for this class and space.
- Go over the 2026 intro ppt for Year 10 CONNECT: [Welcome to Year 10 CONNECT](#).
- Check-in: Do you all have a USI number? If not, please bring in a photo of your Medicare Card/Passport/Healthcare Card/Learners License next lesson, and we can do it together then! What is a USI number you ask: it is a 10-digit government assigned number that every person, Australia-wide, needs to complete any type of further education or training. This includes simple things from the likes of a First Aid Certificate at High School to bachelor's degree qualifications at a University! Your USI number will stay with you until the day you die (or the Government changes the process) and can be used in any State or Territory.

PRACTISE & APPLY:

- Brain break (quick up to 2min)
- Students to complete: [Task 1 & Task 2](#)

REVIEW:

Revisit:

- Exit question - What is one skill that VCE WRS aims to help you fine tune?

Homework:

- Finish Task 1 & Task 2 if not completed during class.

Commencement Lesson 2:

RESOURCES:

Positive attitude and work ethic

Laptop & charger

Exercise book to write in

Stationary

ACTIVATE:

Learning intention:

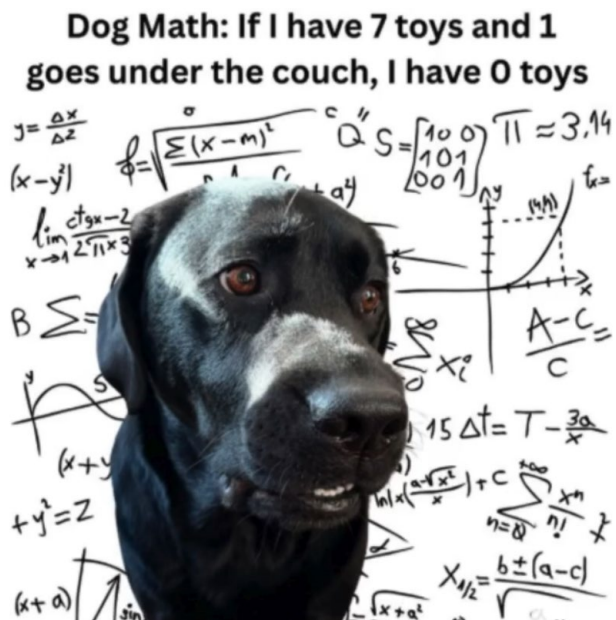
Students need to increase their understanding of work readiness, the importance of expectations throughout the year, and what exactly this unit of work (i.e. VCE Unit 2 WRS) entails.

Success criteria:

I understand what the basic expectations of workplaces are of me as a future employee.

Focus the learning:

How many outcomes does Unit 2 VCE WRS have?



EXPLICITLY TEACH:

- Watch this video in full: <https://www.youtube.com/watch?v=cMEvtv4sgHQ>
- Pause on the “values slide”!! Teacher will provide a realistic example to students that is linked to a workplace e.g. Accountability = Your boss has asked you to submit the business proposal to them by Wed 5pm. You work hard to ensure that you meet that deadline and that all the items requested are in the proposal.

PRACTISE & APPLY:

- Keeping paused on the ‘values slide’!! Students now need to brainstorm in a Think/Pair/Share, their own realistic examples of values within a workplace.
- Brain break (quick up to 2min)
- Pause on the ‘behaviours’ slide!!
 - Split the class into 4 groups, each group heading to one corner of the classroom (make sure there is space left in the middle of the class).
 - Each group designates a "speaker" to communicate their decisions (this role can rotate).
 - Your teacher will make available [scenario cards](#). Each group picks different ones.
 - Your role is to solve the problem in the scenario, strategise with your group, and act out (role-play) your solution (YOU CAN'T JUST TELL US THE SOLUTION, YOU MUST SHOW US BY DOING IT)!! This activity aims to apply what you already know to the common behaviours from the video that employers are looking for in workers.

REVIEW:

Revisit:

- Exit question – What is one thing you learned today about yourself or someone else in class?

Holiday Homework:

Worksheet to be completed.

Please note, Connect Lesson plans might change slightly. Please check Compass for any updates or emails sent by Chris Kriaris in the lead up.

Subject Change Process

Extensive information has been provided to all students regarding the subject change process this year.

Our focus is maintaining the integrity of course counselling and ensuring the conversations are supported.

Please do not talk to students about subject changes.

Any questions please see Kelly Krieg – Assistant Principal – Curriculum Design and Learning

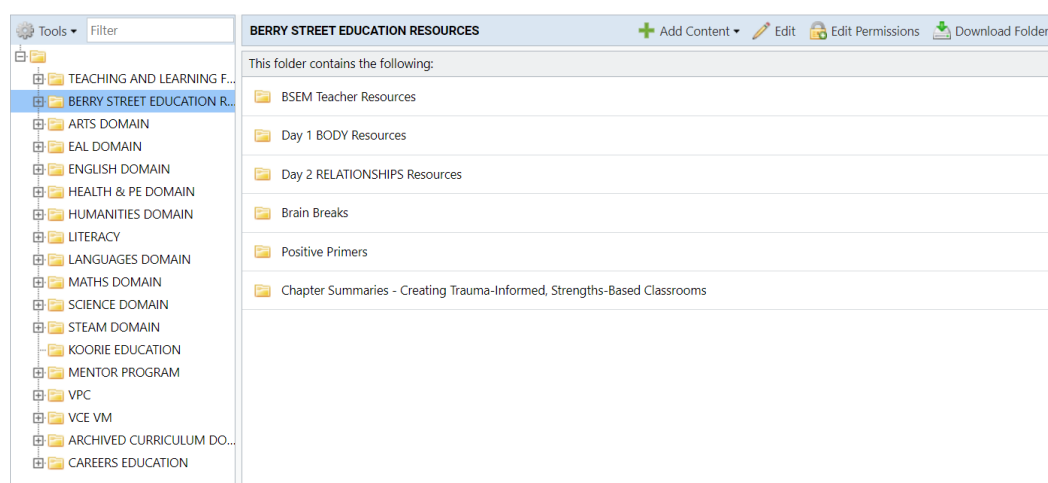
Setting up for SUCCESS at HPSC

This part of the guide provides advice on how to set up a safe, supportive, and positive learning climate for your new classes. Early work here will set your classes up for success.

For advice, please speak to our Student Learning Leaders and Domain Leaders who have strong experience with student management and pedagogical practices and can provide a range of engagement strategies along with some helpful tips and tricks.

The Berry Street Education Model (BSEM) is a holistic approach that supports teachers with easy to implement strategies, to help *all* students succeed. Strategies are evidence-based, increasing engagement, self-regulation, relationships, wellbeing, growth and academic achievement with trauma informed teaching, positive education, and wellbeing practices. It empowers teachers to create classrooms where every student is ready to learn and able to thrive supporting the overarching aims of **SWPBS**. Further information and resources can be found at: [Berry Street Education Model | Berry Street](#) and on Compass under School Resources. For further information about Berry Street, please see Sally Walsh who supports the implementation of BSEM.

School Resources



Classroom Structure, Procedures and Routines

Procedures are the process for how things are done. When taught repeatedly, they help students to settle quickly and focus. They also provide students with predictability and consistency through the setting of clear boundaries and routines, fostering a classroom environment where students feel safe and supported. This reduces anxiety and supports social emotional wellbeing. Examples include:

- Entering/exiting the classroom (see below)
- Classroom attention signal (laptops halfway down, pens down, eyes up or 3 claps etc)
- Handing out/collecting materials – ask students to help
- Transitions (quick transitions between activities, could include stretch, turn and talk)
- Plenary – start and finish lessons well. Recap the learning, pack up and check the room, exit slip to retrieve the learning and show student understanding

Classroom Expectations and Managing Behaviour

All great schools have high expectations. It's imperative you spend time teaching your students to make them explicit. Creating a safe and inclusive classroom environment supporting the learning and wellbeing of students.

At Hampton Park Secondary College we implement **The Positive Classroom Management Strategies (PCMS)**, as expected by DE, to further support teaching and learning.

The Positive Classroom Management Strategies are 8 evidence-informed practices that create safer, more purposeful learning environments supporting student learning, wellbeing and behaviour.

A variety of placemats and resources are available on the DE website. The first placemat is below which staff should use to guide and support their practices.

POSITIVE CLASSROOM MANAGEMENT STRATEGIES

THE EDUCATION STATE
VICTORIA
Department of Education

Universal Supports: Positive Classroom Management Strategies

Teach

- Expectation
- Specific skill
- Context
- Rationale

Show

- Non-examples
- Examples

Practise

- Guided
- Independent

Monitor

- Remind
- Supervise
- Feedback

"When teachers know and use positive and preventative management strategies, many of the commonly reported minor classroom behaviors can be avoided."

BRENDA SCHEIDTSMANN & JUDY HALL, 2008

1 Classroom Expectations

- Align with school expectations
- Students negotiated
- Clearly posted
- Explicitly taught
- Monitored
- Specifically reinforced

They should be:

- observable
- measurable
- positively stated
- understandable
- always applicable

2 Classroom Procedures and Routines

Procedures are the process for how things are done. When taught to fluency, they help students to form routines to efficiently and smoothly accomplish tasks.

- Classroom attention signal
- Entering/exiting the classroom
- Transitions
- Lining up
- Getting teacher assistance
- Handing out/collecting materials
- Greeting visitors

3 Encouraging Expected Behaviour

To effectively recognise and encourage students when they display expected behaviours and to create a positive school environment where learning flourishes.

- Non-contingent attention**
- Specific positive feedback**
 - Contingent
 - Immediate
 - Frequently to build behaviour
 - Intermittently to maintain behaviour
- Ratio of at least 4:1 positive to corrective feedback**
- Tangible reinforcement system to build**
 - Relatedness
 - Competence
 - Autonomy
- A continuum of reinforcers**
 - Frequent
 - Intermittent
 - Occasional

4 Discouraging Inappropriate Behaviour

A teaching opportunity to clarify and re-teach expectations.

All responses should be:

- consistent
- least intrusive strategy
- specific, yet brief
- quiet and respectful

Indirect – unobtrusive and carried out quickly to minimise disruption to instruction:

- non/minimal verbal cue
- proximity
- ignore

If these do not change behaviour utilise direct instructional approaches:

- Re-direct**: a brief, clear, private verbal reminder of the expected behaviour. Use classroom/school matrix language.
- Re-teach**: builds on the re-direct by specifically instructing exactly what should be done.
- Provide choice**: statement of two alternatives.
- Student conference**: re-teaching or problem solving.

5 Active Supervision

- Moving
- Scanning
- Interacting

6 Opportunities to Respond

An instructional question, statement or gesture made by the teacher seeking an active response from students.

- Verbal responses
- Non-verbal responses
- Student response systems
- Guided notes
- Wait time

Research shows that students are significantly more likely to be actively engaged when rates of OTR are at a minimum level of three per minute.

7 Activity Sequence and Choice

- Task interspersal** – use a 1:3 ratio of easier tasks to more difficult tasks.
- Behavioural momentum** – begin with easier tasks to build momentum for more challenging activities.
- Academic choice** – activities, materials, who to work with, where they will work and what to do when finished.

8 Task Difficulty

- Assignment length or time** – offer periodic breaks.
- Response mode** – provide an alternative.
- Increased instruction or practise** – provide more teaching or guided practice.

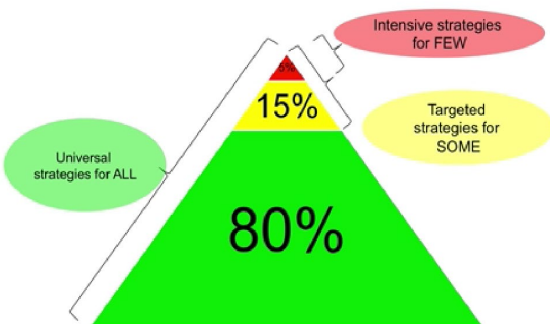
"Effective classroom management is a key component of effective instruction, regardless of grade level, subject, pedagogy, or curriculum."

WENDY SPRECK, JIM KENIGHT, WENDY REINE & TRACY MCALPINE, 2008

Teacher behaviours that strengthen relationships with students:

- communicating privately, in close proximity with the student
- listening
- eye contact
- pleasant voice tone
- smiles
- friendly gestures, e.g. high five, fist bump
- use of students' names

Staff are encouraged to familiarise themselves with the placemat and all resources provided here - [Positive Classroom Management Strategies | schools.vic.gov.au](https://schools.vic.gov.au/Positive-Classroom-Management-Strategies)



Universal interventions (80%) help create a positive, inclusive and supportive classroom climate, building the preconditions for optimal student learning, development and wellbeing.

Targeted interventions (15%) complement universal interventions and provide essential additional support for students with specific needs. E.g. Small group instruction with rapid responses and early intervention.

Individual interventions (5%) are designed for students who are identified as requiring intensive tailored support to engage positively in education.

Notes:

- Tiers represent interventions not students
- Where supports are needed by the same student can vary
 - e.g. A student may require additional academic and behavioural support in some subjects but not others
 - e.g. a student may enjoy PE and require no additional support, but may find writing difficult leading to behavioural and engagement issues

Think about:

- Align your classroom with school expectations – no bags in class, correct uniform, calm entry to the room, ready for learning (bringing equipment).
- Explicitly teach the expectations of behaviour, school values, submission of work, norms, rules. This should be discussed and negotiated with students.

- To effectively recognise and encourage students when they display expected behaviours, that is, catch them 'doing it right' and reinforce it.

Every lesson: Meet and greet at the door

Having a procedure for how your students enter the room is important. It sets the tone, and the mindset young people bring to the learning space. Meeting and greeting your students at the door allows you to quickly gauge how young people might be feeling and provides an opportunity for a positive interaction. This is also an opportune time to check uniform and equipment (readiness for learning).

Why?

Classroom excellence is built on a foundation of well-taught procedures, which with repetition and consistency become rituals. The knowledge of these routines does not happen by chance; they must be explicitly taught.

Just as we explicitly teach students how to be good readers, writers, and mathematicians – we also need to teach the skills and attributes needed to be successful at school. Whilst it takes time to establish these routines, setting up and embedding these routines ensures effective teaching time. Knowing and teaching essential routines and rituals helps keep a classroom running smoothly with wasted time minimised, as students know what to do. For instance, routines such as entering the classroom, transitioning between activities, managing equipment, and knowing what to do when stuck all ensure your classroom has flow.

For further advice on creating positive climates for learning and to support student behaviour see the following Department of Education links:

[DET Behaviour Support](#) – online learning module on how to manage challenging behaviours.

[Behaviour – Students: Advice | education.vic.gov.au](#)

[Map-of-key-mental-health-and-wellbeing-support.pdf \(education.vic.gov.au\)](#)

HPSC Priority Practices Carried Over into 2026

Throughout 2025 staff at Hampton Park Secondary College focussed on improving teaching and learning through 3 priority practices. These priority practices are aligned with the VTLM 2.0 and featured strongly in the professional learning which was delivered and the work within Domain teams. Ensuring that these practices are embedded in our lesson plans, and UBD planners, will positively impact student achievement.

The 3 priority practice areas were:

- *Explicit Teaching*
- *Checks for Understanding*
- *Retrieval Practices*

Priority Practice One – Explicit Teaching

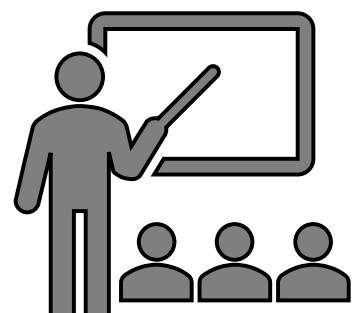
Effective teachers use explicit teaching to provide instruction, demonstrate concepts and build student knowledge and skills. Introducing new information is most effective when it is broken down into manageable chunks that teachers explicitly explain and model (I do). In explicit teaching practice, teachers show students what to do and how to do it. Teachers create opportunities in lessons for students to demonstrate understanding and apply the learning.

'Best Bet' Strategies:

- 1. Activating Prior Knowledge*
- 2. Learning Intention and Success Criteria*
- 3. Modelling and Think Alouds*
- 4. Worked Examples*

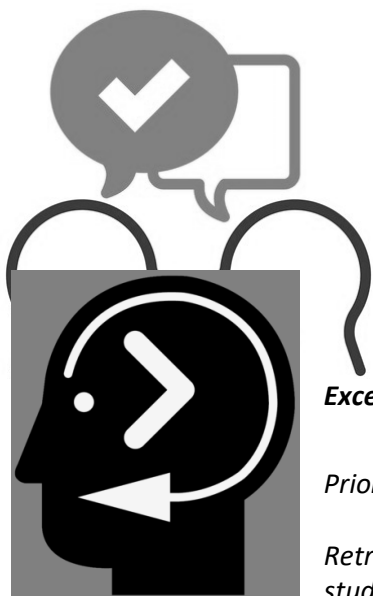
Resource File Path: *Compass – Teaching and Learning – School Resources – TEACHING AND LEARNING FRAMEWORK RESOURCES - PEDAGOGY – Practice Excellence-Professional Learning – Term 2-Explicit Teaching*

Priority Practice Two – Checks for Understanding



Checking for understanding (CFU) can help students learn skills and content with fewer errors. It relies on the teacher continually verifying a variety of randomised students, understand material in real time, as it is being taught. CFU is ongoing formative assessment that helps determine the pace of the lesson. By uncovering mistakes in real time, CFU allows the teacher to adjust instruction to meet students' needs.

CFU needs clear learning intentions and success criteria. While completing each phase of a lesson, we should be checking for student understanding regularly. Teachers shouldn't move on to new content or skills, unless 80% have grasped what we want them to learn. At 80%, we can tackle misconceptions or errors from the 20% - one on one or in small groups.



'Best Bet' Strategies:

1. Cold Calling
2. Exit Tickets
3. Mini Whiteboards*

*Mini whiteboards can be found in each house office and the CRC; you can borrow a class set and return when finished. (Each set has 25 whiteboards, 25 textas and 12 erasers)

Resource File Path: **Compass – Teaching and Learning – School Resources – TEACHING AND LEARNING FRAMEWORK RESOURCES - PEDAGOGY – Practice Excellence-Professional Learning – Term 3-Checks for Understanding**

Priority Practice Three – Retrieval Practices

Retrieval practice is the strategy of getting students to actively recall their learning. When students are asked to bring information that they have previously learnt, to the front of their mind, to answer a question, rather than looking up in a textbook. This is based on Rosenshine's work (daily, weekly and monthly review) which has been included in VTLM 2.0. When we provide students with enough retrieval practice, while evaluating for accuracy, they gain fluency, to the point where this knowledge becomes automatic. Based on cognitive load theory, the more fluent students are when retrieving specific knowledge, the more capacity they have for new learning or problem solving

'Best Bet' Strategies:

1. Do Now
2. Graphic Organisers
3. Low-Stakes Quizzing
4. Peer Supported Retrieval

Resource File Path: **Compass – Teaching and Learning – School Resources – TEACHING AND LEARNING FRAMEWORK RESOURCES - PEDAGOGY – Practice Excellence-Professional Learning – Term 4-Retrieval Practices**

APPENDIX 18 – SAC COVER SHEET



Student's Name: _____

Student Number

Figures										
Words										

UNIT 2 SUBJECT

SAC ASSESSMENT #: Description

Reading Time: # minutes

Writing Time: # minutes

QUESTION AND ANSWER BOOK

<i>Number of questions</i>	<i>Number of questions to be answered</i>	<i>Number of marks</i>
Section A – Multiple choice	#	#
Section B – Short answer	#	#
Total		#

Permitted Materials (Change according to the requirements of your Subject)

Students are permitted: pens, pencils, highlighters, erasers, sharpeners and rulers.

- Students are **not** permitted: blank sheets of paper and/or whiteout liquid/tape.
- No dictionary is allowed in this examination
- No bound reference is allowed in this examination

Materials Supplied

- Question and answer book

Instructions

- Write your name and your class teacher's name in the spaces provided on this page.
- Write your student number in numerals and words in the space provided above on this page.
- Write your **name** on any additional sheets used.

Students are NOT permitted to bring mobile phones and/or any other unauthorized electronic devices into the examination room.

STUDENT DECLARATION OF AUTHENTICITY

This SAC is my own and has been completed according to the stated requirements. I have not used other sources without acknowledgement

Student's Signature

APPENDIX 19 – EXAM COVER SHEET



Student's Name: _____

Student Number

Figures									
Words									

Year 12 End of Year EXAM 2024

Subject Name

Reading Time: #

Writing Time: #

QUESTION AND ANSWER BOOK

Questions	Number of questions to be answered	Number of marks
Section A – Multiple choice		
Section B – Short answer		
Total		

Permitted Materials - (Change according to the requirements of your Subject)

Students are permitted: pens, pencils, highlighters, erasers, sharpeners, and rulers.

- Students are **not** permitted: blank sheets of paper and/or whiteout liquid/tape.
- No dictionary is allowed in this examination
- No bound reference is allowed in this examination

Materials Supplied

- Question and answer book

Instructions

- Write your name and your class teacher's name in the spaces provided on this page.
- Write your student number in numerals and words in the space provided above on this page.
- Write your **name** on any additional sheets used.

Students are NOT permitted to bring mobile phones and/or any other unauthorised electronic devices into the examination room.

STUDENT DECLARATION OF AUTHENTICITY

This SAC is my own and has been completed according to the stated requirements. I have not used other sources without acknowledgement

Student's Signature

APPENDIX 20 - GLOSSARY

Glossary of Command Terms from VCAA

This glossary of command terms provides a list of terms commonly used across the Victorian Curriculum F–10, VCE study designs and VCE examinations.

The glossary can be used by:

- teachers across Foundation to Level 10 and VCE to develop internal assessment tasks and prepare students for tests and examinations
- examination panels in the development of assessment items for external examinations.

The glossary may be used in classrooms by teachers across all F–10 curriculum areas and VCE studies to help students better understand the requirements of command terms in the context of their discipline. Students may benefit from using the glossary in the context of questions and tasks they are working on as opposed to learning the terms in isolation.

It is important that the command terms are not interpreted in an overly prescriptive way. Teachers are reminded that study-specific nuances may elicit different kinds of responses to a given term as the term may carry a particular meaning within a discipline that is not necessarily represented in the glossary. For example, an 'evaluate' question will require a different response in Mathematics than it will in History.

The list of terms in the glossary is not intended to be exhaustive or limiting; other terms may be used if required and/or appropriate, allowing study-specific questions to be constructed. Additionally, not all terms in the glossary will be suitable for use in all disciplines and studies. Reference to the relevant curriculum and VCE study design is paramount when developing internal and external assessments.

When using command terms in the construction of assessment items, questions, tasks and marking rubrics, the following definitions may be useful in considering what the term requires students to do.

account of	Describe a series of events or transactions.
account for	State reasons for; report on.
analyse	Identify components/elements and the significance of the relationship between them; draw out and relate implications; determine logic and reasonableness of information.
apply	Use; employ in a particular situation or context.
assess	Make a judgment about, or measure, determine or estimate, the value, quality, outcomes, results, size, significance, nature or extent of something.
calculate	Determine from given facts, figures or information; obtain a numerical answer showing the relevant stages in the working; determine or find (e.g. a number, answer) by using mathematical processes.
clarify	Make a statement or situation more comprehensible.
compare	Recognise similarities and differences and the significance of these similarities and differences.
construct	Make, build, create or put together by arranging ideas or items (e.g. an argument, artefact or solution); display information in a diagrammatic or logical form.
contrast	Show how things are different or opposite.
deduce	Draw a conclusion from given information, data, a narrative, an argument, an opinion, a design and/or a plan.

define	Give the precise meaning and identify essential qualities of a word, phrase, concept or physical quantity.
demonstrate	Show ideas, how something can be done or that something is true by using examples or practical applications, or by applying algorithms or formulas.
describe	Provide characteristics, features and qualities of a given concept, opinion, situation, event, process, effect, argument, narrative, text, experiment, artwork, performance piece or other artefact in an accurate way.
discuss	Present a clear, considered and balanced argument or prose that identifies issues and shows the strengths and weaknesses of, or points for and against, one or more arguments, concepts, factors, hypotheses, narratives and/or opinions.
distinguish	Make clear the differences between two or more arguments, concepts, opinions, narratives, artefacts, data points, trends and/or items.
evaluate	Ascertain the value or amount of; make a judgment using the information supplied, criteria and/or own knowledge and understanding to consider a logical argument and/or supporting evidence for and against different points, arguments, concepts, processes, opinions or other information.
examine	Consider an argument, concept, debate, data point, trend or artefact in a way that identifies assumptions, possibilities and interrelationships.
explain	Give a detailed account of why and/or how with reference to causes, effects, continuity, change, reasons or mechanisms; make the relationships between things evident.
extract	Select relevant and/or appropriate detail from an argument, issue or artefact.
extrapolate	Infer and/or extend information that may not be clearly stated from a narrative, opinion, graph or image by assuming existing trends will continue.
identify	Recognise and name and/or select an event, feature, ingredient, element, speaker and/or part from a list or extended narrative or argument, or within a diagram, structure, artwork or experiment.
infer	Derive conclusions from available information or evidence, or through reasoning, rather than through explicit statements.
interpret	Draw meaning from an argument, point of view, description or diagram, text, image or artwork and determine significance within context.
investigate	Observe, study or carry out an examination in order to establish facts and reach new conclusions.
justify	Show, prove or defend, with reasoning and evidence, an argument, decision and/or point of view using given data and/or other information.
list	Provide a series of related words, names, numbers or items that are arranged consecutively.
name	Provide a word or term (something that is known and distinguished from other people or things) used to identify an object, person, thing, place etc.
outline	Provide an overview or the main features of an argument, point of view, text, narrative, diagram or image.
persuade	Induce (someone) to do something through reasoning or argument; convince.

predict	Give an expected result of an upcoming action or event; suggest what may happen based on available information.
propose	Suggest or put forward a point of view, idea, argument, diagram, plan and/or suggestion based on given data or stimulus material for consideration or action.
recall	Present remembered ideas, facts and/or experiences.
recommend	Put forward and/or approve (someone or something) as being suitable for a particular purpose or role.
recount	Retell a series of events or steps in a process, usually in order.
state	Give a specific name or value or other brief answer without explanation or calculation.
suggest	Put forward for consideration a solution, hypothesis, idea or other possible answer.
summarise	Retell concisely the relevant and major details of one or more arguments, text, narratives, methodologies, processes, outcomes and/or sequences of events.
synthesise	Combine various elements to make a whole or an overall point.

FAQ sheet 1 - Supporting Senior Learning at HPSC

To further support you all with the implementation of Senior Learning at HPSC, we have developed this FAQ sheet in response to the questions shared and points raised after our first Senior Teachers meeting in 2022. Please, if you have any further questions, contact a member of the Freeman Team or your House Leadership Team who will point you in the right direction.

Q. Who do I speak to about Senior Studies and/or students in the senior years?

- The Freeman House Team are responsible for Senior School improvement
- Each House has an SEL who is responsible for the Year 10-12 Students in their House
- Each House Leader can support you with Senior Learning and will contact the Freeman Team if they are not sure
- Our Senior Achievement Leader (GLC), can support teachers and each House with Senior Learning
- See the list at the front of this document for all who are involved in Senior School Improvement

Also note:

- If your question is around Domain based teaching practice, it would be worth contacting your Domain Leader
- All Learning Specialists can lend assistance if the question is around helping you to develop your pedagogical practices, as well as how to support the building of Learning Dispositions

Q. Where do I find the current Senior School policy documentation?

- Go to Compass and click on the people icon on the tool bar at the top
- Scroll down to School Documentation
- Scroll down to Senior Studies
- Click on Senior Studies Policy 2026 - *Note, this is a fluid document and will be regularly updated*

For other information, go to the VCAA website. All Staff need to be familiar with this information as below, including the MOST UP TO DATE study designs.

VCE Administrative Handbook – [2026 VCEAdministrativeHandbook.docx](#)

VPC Administrative Handbook - [VPCAdministrativeHandbook2026.docx](#)

VCE Curriculum information - [Pages - VCE Curriculum \(vcaa.vic.edu.au\)](#)

VCE VM Curriculum information - [Pages - About the VCE Vocational Major \(vcaa.vic.edu.au\)](#)

VPC Victorian Pathways Certificate - [Pages - VPC Curriculum Designs \(vcaa.vic.edu.au\)](#)

Q. What if a student has not completed their readiness task/homework tasks as required?

- For all information about Commencement, which includes readiness tasks and homework, please see Compass, School Documentation, Commencement or speak to Kelly Krieg

Q. What is my responsibility regarding the readiness tasks?

- Please do a compass chronicle if a student has not completed the task as outlined in the documentation
- Please update the compass chronicle if a student does complete the task as required
- Please continue to communicate through compass as required

Q. When do I identify a student is 'at risk' in their learning?

- See our At-Risk Process, hyperlinked in this document
- If you believe a student is at risk in their learning, complete a compass chronicle using the Academic Progress Check – 'Students at risk'.
- Students are identified as at risk if:

- They are not completing work and you are concerned they may not meet an outcome, as you have not seen enough
- The standard of work/understanding across tasks shows the student may not meet an outcome
- The skills shown raise concern, across tasks, and you are worried the student may not meet an outcome
- The student is not submitting work as required across the board, which makes authentication challenging
- The student is showing patterns of attendance that mean you may not be able to authenticate the work completed – you have not seen enough to verify understanding, as required by VCAA

Note - If a student has not passed a SAC, this does not automatically constitute them as 'at risk'. The student can show an understanding of the required outcome in several ways and should be given the chance to do so. The SAC is designed to give a numerical value for those students who are working towards an ATAR. The SAC is not the only way a student meets an outcome, nor should it be.

Q. What do I do if a student/I believe a student, has breached the rules as outlined by VCAA?

- Document this via Compass chronicle, under academic, plagiarism notification
- Please include all relevant information in the chronicle
- Please read the relevant sections in our Policy and Process Handbook
- If you have any questions, see the relevant SEL, KIG, or GLC

Q. What is the difference between the unsatisfactory outcome (provisional N result) and the unsatisfactory outcome (N result)?

- Read the relevant sections in our Policy and Process Handbook

Q. When are the deadlines that I need to be aware of as a Senior Teacher?

- A SAC calendar has been developed, as has a VASS reporting timeline
- The SAC schedule will appear on compass
- All is shared with Senior Teachers regularly
- Dates are hyperlinked in our Policy and Process Handbook
- Dates are included on Compass, School Documentation, Senior Studies 2026

Q. When am I running my SACs?

- As outlined, a shared SAC calendar has been developed and is on Teams
- Freeman House will manage the SAC calendar each Term - GLC
- **Multiple classes of a subject will have their SAC at a common time – Wednesday afternoon**
- For all single classes, SACs can run in the classroom under exam conditions

Q. What is my responsibility when it comes to VASS?

- You will receive information from Kelly Krieg and Doris McDonald when it comes to anything related to VASS
- Class lists and student results will need to be checked by you, as classroom teachers, very carefully. It is critical you follow all steps as required and all results checked are accurate
- If you have any questions about VASS, you need to see Doris McDonald in M1 – VASS Administrator
- See VASS appendix items in our Policy and Process Handbook

Q. Where can I access past exams and examiners reports, to share with my students?

- External assessment reports are here - [Pages - Examination specifications, past examinations and external assessment reports \(vcaa.vic.edu.au\)](https://www.vcaa.vic.edu.au/Pages-Examination-specifications-past-examinations-and-external-assessment-reports)
- Please use these reports to inform your teaching and to support students in their learning
- Please read the exam specifications for your subject through the link above. Notice 18 of the VCAA bulletin lists the subjects, which you can access here - [Pages - VCAA Bulletin](https://www.vcaa.vic.edu.au/Pages-VCAA-Bulletin)

Q. Where can I get help with the delivery of my subject area?

- Please see your Domain Leader, alternatively, see the Freeman House Team for any guidance or support
- Please access the VCAA PL as advertised here - [Pages - Professional Learning programs \(vcaa.vic.edu.au\)](https://www.vcaa.vic.edu.au/Pages/Professional-Learning-programs.aspx)
- Any further supports will be emailed by the Senior Team, as received, this includes all information in the VCAA bulletins

FAQs Sheet 2 - Senior Studies and Senior Learning

Q. Can we have a list of the unscored students?

With regards to students who are going unscored, it is critically important we have evidence. A student saying, they are going unscored is not enough.

The process for a student who is 'confirmed' unscored is as follows:

- A parent meeting takes place with the House and the family, together with the student, careers, and wellbeing (if required). The purpose of the meeting is to explore the most suitable pathway based on circumstance, situation, and the individual needs of the student
- If it is decided an unscored pathway is the most suitable, paperwork is signed, by the student and the family, agreeing to this pathway option. Paperwork is stored in the students file for future reference
- A compass post is made, and an email is sent, by the relevant House Leadership Team only when it is confirmed a student is unscored – this is when you know and have confirmation of the student's pathway

What is critically important to note is, even if a student is an unscored student, they are still required to complete all work and all assessments to the same level as all others. The same rigor and expectations are applied. The only difference is the student will not sit their end of year exams for a score and therefore, they will not achieve an ATAR.

As stated in our Senior Policy and handbook – Section 7.4 - Students must still meet the same requirements as scored students to obtain a satisfactory result for an outcome and the overall unit of study. A student who does not meet these requirements will receive an 'N' result and may be ineligible to successfully complete their VCE.

For further information about an unscored pathway and our process please refer to section 7 of our Senior School Handbook and Policy on Teams.

Q. What does unscored mean?

Please see below from VCAA about an unscored pathway and what it means.

[Pages - Qualifications: VCE \(vcaa.vic.edu.au\)](https://www.vcaa.vic.edu.au/Pages/Qualifications/VCE.aspx)

Q. Will we be given time for moderation?

Yes, absolutely. As a school we highly value and understand the importance of moderation. We will provide time to teachers to effectively moderate through the meeting calendar.

Q. How do we support SBAT students who miss scheduled classes? Students who have VET at the same time as VCE classes - how can they be supported when they miss at least 1 lesson every week. Especially when they have work from multiple classes to complete in their study periods.

If a student misses a class due to their SBAT/VET, it is the student's responsibility to catch up on any learning missed. We appreciate independence is still developing so alternatively, you might encourage the student to use their Study time in the CRC to catch up on missed learning – perhaps looking at their study periods and identifying the tasks to be worked on/when.

Any issues with a student who is not catching up, please refer them to their House Leadership Team for follow up and use compass to communicate where the student is at.

Extending deadlines and being flexible may need to be considered, as the absence is genuine.

We will continue to look at VET blocking when we review our timetable each year.

Q. Will there be time to work on moderation and senior school improvement, as a whole school?

For now, we are focusing on moderation and developing our practices at Years 11 and 12. Once we have learnt from our approach, we will shift our focus to all years.

The role of the senior school improvement team is to review the data, visit other schools and engage in research, to then develop a set of recommendations for our entire school.

It is envisaged, once we have clear recommendations, we will have a clear plan for how we can improve senior learning outcomes across the entire school, and the roles we each play. We know it is what happens from the junior years that leads to the results in the senior years.

Q. Can we have a link to the new VCE curriculum?

It is linked below, for your reference. Information will be regularly circulated as soon as it comes out from the VCAA and from the DET. PL will be provided for those teaching within the VCE VM and VPC in the coming months, once staffing has been established.

- [Pages - Victorian Senior Secondary Certificate Reform \(vcaa.vic.edu.au\)](https://vcaa.vic.edu.au)
- [Pages - About the VPC \(vcaa.vic.edu.au\)](https://vcaa.vic.edu.au)
- [Pages - VCE VM Study Designs \(vcaa.vic.edu.au\)](https://vcaa.vic.edu.au)
- [Pages - About the VCE Vocational Major \(vcaa.vic.edu.au\)](https://vcaa.vic.edu.au)
- [Pages - General Achievement Test \(GAT\) \(vcaa.vic.edu.au\)](https://vcaa.vic.edu.au)

Q. How many subjects, exam assessed, does a student do in the VCE VM?

To be eligible to receive the VCE VM, students must satisfactorily complete a minimum of 16 units, including:

- 3 VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
- 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 nominal hours)

Students must complete a minimum of **three other Unit 3–4 sequences** as part of their program. Units 3 and 4 of VM studies may be undertaken together over the duration of the academic year to enable these to be integrated.

The VCE VM can be tailored to the needs and interests of the student, to keep them engaged while developing their skills and knowledge. Students can also include other VCE studies and VET and can receive structured workplace learning recognition. Most students will undertake between 16-20 units over the two years.

Q. Are students permitted to repeat a VCE subject?

The advice from VCAA is below:

There is no penalty for repeating VCE units. Repeating a study at the Unit 3 and 4 level may improve your study score and enhance your chances of getting into a tertiary course. However, you cannot count a unit more than once towards satisfactory completion of the VCE. It is necessary to repeat Unit 3 of VCE studies as well as Unit 4 to gain a study score.

Although this is the recommendations from VCAA, each individual case needs to be carefully considered. Every decision made, must be made in the best interest of the student. For some students, repeating may not be the best option. If a student has questions about repeating, please direct them to their House Leadership Team as it is important a conversation is had, reviewing all available learning data. Careers may also be involved, considering the students pathway and the best ways for them to reach their destination.

Q. Do unscored students sit Mid-Year Exams?

We encourage all learners, and it is an expectation that all learners, sit their Mid-Year Exams.

Not only do exams support students to build their stamina and to understand timing/how to approach an exam, but they also give teachers (and learners), valuable feedback and insight into where our students are at, the skills they are showing and have developed and areas for future improvement. Exams also teach students many critical life skills, scored or unscored.

For all students, an exam can support the informing of an outcome. Whilst it is never used in isolation, it can inform part of an outcome, scored or unscored.

In the case where a student has special needs/extenuating circumstances, in liaison with the student, wellbeing and their house, special arrangements will be explored on a case-by-case basis. We appreciate there are reasons why exams may not suit all learners and hence, any concerns should be discussed with the student's house leadership team.

If a student misses an exam, it is expected they catch it up. The exam team will look at exam catch up sessions in the coming week/s.

Q. What happens to a student who is below the 95% required attendance rate? Can they redeem this time?

The HLT (relevant SEL), will speak with the student and contact home, to reiterate and support your messaging, whilst communicating the importance of coming to school.

All students in Years 10-12 who are below 95% have the chance to redeem any learning time missed. They can do this before and/or after school each day and SELs are closely monitoring this. Students also have the chance to spend student free days and into the holidays, to make up for learning time missed. Our focus however is on supporting students to be self-regulated and independent, building positive attitudes around attendance. Any redemption of time, in this vein, is active learning time, where students are applying themselves and 'learning', not simply ticking off hours.

If a student is sick and provides a medical certificate, this is deemed a VCE approved absence, and this does not impact their percentage attendance.

It is important to note, attendance alone does not mean a student will meet an outcome. The student still needs to show an understanding of the outcome and the skills required.

The focus on attendance is to ensure our students have every possible opportunity to build their understanding and knowledge, to gain support from teachers and peers and to authenticate and validate all learning.

Q. Can we have an update on how the at-risk students have been followed up - e.g. I've done a post with all the details included can I be told how this is followed up/what the conversation involved?

A reply post should be made on the compass chronicle by the relevant House Leadership Team and SEL. If this has not happened, please have a conversation with the student's house to get an update. We do want to work in partnership, together with you, so please continue to seek information. It may be conversations are still happening and hence, a response has not yet been given.

Q. How will VET fit into the new VCE?

VET can still form part of a student's VCE or VCE VM pathway. See below the information from the DET about VET in the new certificate

- [VET in the VCE and VCE Vocational Major | Victorian Government \(www.vic.gov.au\)](http://www.vic.gov.au)
- [Pages - VET in the VCE, VCE VM or VPC \(vcaa.vic.edu.au\)](http://vcaa.vic.edu.au)

Q. What's the next step for students who are chronicled as At Risk, have been spoken to by SEL, had parent contacted and yet still not changing work output or attendance?

Follow-up conversations should continue at the House level with these students and their families, together with careers and wellbeing as required. It may mean we need to review the student's pathway and shift them to either

unscored or perhaps a 3-year pathway based on the units they have achieved/will achieve. It may also mean the student is not suited to this subject which needs to be part of the review.

If you have concerns about any students, please work together with the relevant house, to best support the student and their outcomes and continue to seek clarification.

Q. Is there support for staff who have not taught VCE before, or those who are new to subjects in VCE?

You can get support from any of the following:

- Your Domain Leader
- The Senior SELs
- Georgie Kios, Kelly Krieg, Cat Glenn and Lizl Tredidga (10VL)
- Members of the TLT
- Past VCE Teachers (see your Domain Leader)

The other thing you can do is consult the VCAA for PL and further information, included on/in the below:

- [Pages - VCE \(vcaa.vic.edu.au\)](https://vcaa.vic.edu.au)
- [Pages - Professional Learning programs \(vcaa.vic.edu.au\)](https://vcaa.vic.edu.au)
- [Pages - VCAA Bulletin](https://vcaa.vic.edu.au)
- [Pages - Notices to schools \(vcaa.vic.edu.au\)](https://vcaa.vic.edu.au)

Each Domain also has organisations where you can get support such as ACHPER, Home Economics Victoria, The Mathematical Association of **Victoria** – **see your Domain Leader who should be able to point you in the right direction.**

Q. Will all students need to complete VCE English under the new program?

See above about the VCE, VCE VM and the VPC. In short, yes.

Q. Can VCE staff get support with ranking and predicting scores?

Yes. Ranking and predicting scores will be part of our Senior Studies meetings.