

NOTRE DAME COLLEGE



# 2023 VCE & VCE/VM/VET Student Handbook

Units 1 – 4  
Year 1 & 2



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## Collection of student data

To perform its statutory functions, the College and the VCAA collects student personal information and assessment information (together referred to as **Student Data**) relating to students enrolled in, or intending to enrol in, the VCE and VCAL assessment programs, the International Baccalaureate (IB) or the General Achievement Test (GAT).

Please read the *VCAA Collection Notice for VCE and VCAL Students 2023* (appendix A).

# VICTORIAN CERTIFICATE OF EDUCATION (VCE)

The Victorian Certificate of Education (VCE) is a senior secondary certificate of education recognised within the Australian Qualifications Framework (AQF). It is designed to be completed over a minimum of two years and includes general education curriculum components (VCE studies) and programs from Vocational Education and Training (VET) qualifications. The VCE program consists of VCE Units 1 and 2 in Year 11 and VCE Units 3 and 4 in Year 12. It can also include components of nationally recognised VET qualifications.

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

## Eligibility for award of the VCE

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

- three units from the English group\*, with at least two Units at 3 - 4 level\*\*
- at least three sequences of Unit 3 - 4 studies other than English, which may include VCE VET Unit 3 and 4 sequences

\*The English group includes English/English ESL Units 1-4, English Language 1-4, and Literature 1-4 and Foundation English 1-2.

Levels of achievement for Unit 3–4 sequences are assessed using School-based Assessment and external assessments (including examinations).

\*\*Victorian Tertiary Admissions Centre (VTAC) advises that for the calculation of a student's Australian Tertiary Admissions Rank (ATAR) satisfactory completion of both Units 3 & 4 English sequence is required.

## Attendance

All VCE units involve a set number of hours for scheduled classroom instruction. A student needs to attend sufficient class time to complete work. Teachers will keep records of all absences. If a student has nine unexplained absences (the equivalent of nine short lessons) from class during a semester, they may receive an N (Not Satisfactory) for the unit. If a student receives an N for an assessment task or for a breach of school attendance rules, this will be communicated to them in SEQTA.

## Satisfactory completion of units (S)

For satisfactory completion of a VCE unit, students must demonstrate their achievement of the set of outcomes as specified in the VCE Study Design for that unit. Satisfactory completion of outcomes is based on the student's overall performance on a **combination** of set work and assessment tasks related to the outcome.

The student receives an S (Satisfactory) for a unit if the teacher determines that all the following requirements are achieved.

A student must:

- produce work that meets the required standard for each outcome
- submit work on time
- submit work that is clearly his/her own
- attend all scheduled classes

## Not satisfactory result (N)

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

- The work is not of the required standard.
- The student has failed to meet a school deadline for the assessment task/s, including where an extension of time has been granted for any reason, including Special Provision.
- The work cannot be authenticated.
- There has been a substantial breach of rules including class attendance rules.

## Redeeming outcomes and N letter

If on the first attempt of an assessment task a student is unable to meet the requirements for the task to achieve an S, **the student will be allowed a second attempt**. The teacher will submit an Academic procedure notice NYS (Not Yet Satisfactory) through SEQTA. If a student is unable to achieve a satisfactory level on the second attempt the student will receive a Not Satisfactory (N) for the assessment task and possibly an N for the unit.

An “N” notification will be issued through SEQTA to officially advise the parent and student, that the student has received an N for an outcome. The student has 7 days to appeal the N-Notification. They must make an appointment with the Director of Learning and Teaching for this to occur. **It is highly recommended that a student follows the procedure.**

Important note: A student may only submit further evidence or resubmit a task, for reconsideration to redeem an S for the outcome. **The original score (mark) achieved for the task will not change.**

## School-based assessment

At Notre Dame College VCE Units 1 and 2 school-based assessments are known as Outcome Assessment Tasks (OATs).

In VCE Units 3 and 4, there are two types of school-based assessments –

1. School-assessed Coursework (SACs) – These assess how well a student has performed on the assessment tasks specified in the Study Design. These tasks are done mainly in class time. All studies have SACs.
2. School-assessed Tasks (SATs) – Only certain studies have SATs:
  - Art – Making and Exhibiting (Studio Art)
  - Art – Creative Practice (Art)
  - Product Design and Technology
  - Systems Engineering

Dates for OATs and SACs are published in SEQTA.

## Rules for school-based assessments

Students must observe and apply the rules of school-based assessment. Students will sign a declaration on the VCAA’s *Student Personal Details* form at the beginning of each year that they agree to abide by and observe the rules and instructions relating to the VCE assessment program and accept its disciplinary procedures. This form will be distributed to students in Pastoral Groups.

These are the VCAA rules:

- A student must ensure that all unacknowledged work submitted for assessment is genuinely their own.
- A student must 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.
- A student must not receive undue assistance from another person in the preparation and submission of work.
- Acceptable levels of assistance include:
  - the incorporation of 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 and/or self-correction.
- Unacceptable forms of assistance include:
  - use of, or copying, another person’s work or other resources without acknowledgement
  - corrections or improvements made or dictated by another person.
- A student must not submit the same piece of work for assessment in more than one study, or more than once within a study.
- A student must not circulate or publish written work that is being submitted for assessment in a study in the academic year of enrolment.
- A student must not knowingly assist another student in a breach of rules.

- Students must sign an authentication record for work done outside class when they submit the completed task. This declaration states that all work submitted for assessment is the student's own. Your teacher will provide this authentication form.

## Use of computer

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

- There is an alternative system available for producing assessable work in case of computer or printer malfunction or unavailability
- Hard copies of the work in progress are produced regularly
- Each time changes are made, the work is saved as a backup file, which should not be stored on the computer.

## Feedback to students

Students will be given a written result by their teacher for OATs and SACs as a grade/mark range (percentage) for each learning outcome.

Students will also receive feedback via SEQTA from their teachers for each school-based assessment:

- This includes information as to the task
- advice on where improvements can be made for future learning

Please note that the grade/mark range for School assessed Coursework (SAC) tasks is not the final score. These grades/marks may change because of the statistical moderation or review process undertaken by VCAA.

## Rescheduling an OAT or SAC

The following procedure must be completed by the student prior to the original date **or within three school days following their return to school**:

1. The student must complete the relevant Application to Reschedule an OAT / SAC form and attach supporting documentation\*\*. (See Appendix 1)
2. The student takes the form to their class teacher to arrange an alternate date for the task to be completed. This can be in OAT/SAC catch-up (OSCU) or another time your teacher is available to supervise you. The teacher will sign the form to acknowledge the change.
3. The student submits the completed form, with suitable documentation attached, to the Director of Learning and Teaching for review.
4. The student, Head of House, PGL and class teacher will receive an email to notify them of the decision – Approved or NOT Approved.
5. The student is not permitted to undertake the task at the proposed new time unless the application is approved and the student has received the *Approved* email.
6. Where a student fails to attend the rescheduled session a class absence will be recorded and an email sent to the student, PGL, Head of House and class teacher. The student will need to complete a new application form for approval to reschedule the task again.

\*\* The following supporting documentation is required if:

A. Student is unwell at the time of an assessment:

- SAC/SAT - An original medical certificate or Doctor's report or Statutory Declaration.
- OAT - A medical certificate or Doctor's report or signed note from a Parent/Guardian pertaining to the absence

B. Other

- Official documentation or Statutory Declaration or a signed letter from Head of House explaining the absence.

\* IMPORTANT NOTE: Where a student fails to follow this procedure, the student will receive an N - Not Satisfactory for the unit. The student then needs to appeal via contact with the Director of Learning and Teaching **within 7 days**.

\* For Special Provision information see page 14.

## External assessment for Units 3 and 4 - Scored

VCE external assessments (exams) are any centrally set tasks assessed by the Victorian Curriculum and Assessment Authority (VCAA), including written, oral, electronic/digital, aural and performance tasks conducted according to the requirements of accredited study designs and VCE VET programs.

### Examinations

VCAA-appointed panels set VCE examinations. VCE examination specifications and sample material (by study) and an archive of past examinations and examination reports are available on the VCAA website.

The VCAA determines the timing of VCE examinations. The school will issue each student with an individual Student Examination/Assessment Timetable after the release date for each examination lesson. The VCE examination timetable is also printed in the VCE Exams Navigator, which will also be issued to students by the school.

### VCAA examination rules

Students are required to observe the VCAA rules for the conduct of VCE external assessments that are conducted by or on behalf of the VCAA, as well as the day-to-day rules of the institution hosting the external assessment. VCAA rules shall apply with appropriate and reasonable modifications to students who have disabilities or other impairments. The rules are available on the VCAA website and are included in relevant publications for students, such as the GAT brochure and VCE Exams Navigator.

### Student identification requirements for VCE external assessments

Students must identify themselves by writing their VCAA student number on the response materials used for VCE written examinations. Student numbers are provided to students by the VCAA through their school.

Students undertaking the oral component of the VCE Languages examination will be required to identify themselves by stating, in English, their student number.

All students undertaking a performance or Languages oral examination and students completing a written examination will be required to provide personal identification at the registration point for their assessment.

The personal identification must consist of a clear photograph of the student and their full name such as your student ID card.

## General achievement test (GAT)

The General Achievement Test (GAT) is a test of general knowledge and skills including communication, mathematics, science and technology, the arts, humanities, and social sciences taken by students in the course of completing their senior secondary studies. Who is required to sit the GAT?

- If You are enrolled in one or more VCE, or scored VCE VET unit 3 /4 sequence, you are expected to complete Section A and B of the GAT.
- If you are enrolled in VCE VM, you are expected to complete Section A only, unless you are also enrolled in one or more VCE or scored VCE VET Unit 3/4 sequence.

### School-based assessment and the GAT

The VCAA will apply statistical moderation procedures to School-based Assessment scores to ensure that they are comparable across the state and fair to all students. The statistical moderation process compares the level and spread of each school's assessments of its students in each study with the level and spread of the same students' scores in the external assessment and adjusts the school scores if necessary.

In some studies, GAT scores will also be used for statistical moderation. This will only be done if it provides a better match with School-based Assessments throughout the state. The external assessment scores will always have the major influence in the statistical moderation calculations.



## Study scores

A study score indicates how a student performed in relation to all others who took the study. It is calculated using the student's moderated School-based Assessment scores, the externally-assessed task and the examination scores for each study.

The maximum study score is 50. For studies with many enrolments (1000 or more), the following table shows the approximate proportion of students who will achieve a study score on or above the stated values. For studies with fewer enrolments, the proportions may vary slightly.

Study score	45	40	35	30	25	20
Approximate percentage of students on or above this position	2%	9%	26%	53%	78%	93%

### Study scores and scaling

The cross-study comparison of students involves a statistical treatment of each student's Study Scores, after which these can be added in a simple way to derive each student's ATAR.

Central to the statistical treatment of study scores is a process known as scaling, which is a way of acknowledging the degree of competition in each study.

The degree of competition in a study is judged by looking at the total performance of the group of students taking that study; that is, the performance of that group of students in all the studies in their programs compared with their performance in that study. If this reveals that a particular study has students with a markedly high performance in all the studies in their programs, then the competition in that study was clearly very great. Therefore, all the Study Scores for that study might well be scaled upwards. On the other hand, in a study which has students with a lower overall performance in all their studies, competition was lower. Therefore, all the Study Scores in that study might well be scaled downwards.

The degree of scaling upwards or downwards depends on the relative competition in each study as revealed by the cross-study comparison.

The Scaling Report and further details about tertiary selection are available on the VTAC website, [www.vtac.edu.au](http://www.vtac.edu.au)

## VCAL (VCE VOCATIONAL MAJOR (VCE/VM))

The VCE Vocational Major (VM) is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years.

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

- Three VCE VM Literacy or VCE English units (including a unit 3/4 sequence)
- Two VM Numeracy or VCE Mathematics units
- Two VCE VM Work Related Skills units
- Two 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 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.

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.

Completing the VCE VM requirements mean that students have also completed the requirements of the VCE. Upon satisfactory completion of the VCE VM, students receive recognition through the appellation of 'Vocational Major' on their Victorian Certificate of Education and a Statement of Results.

Successful completion of VET units of competency is recognised by additional statements of attainment or certificates provided by Registered Training Organisation (RTO)

## VCAL (VCE VM) Student Observance of VCAA Rules for Assessment

Students must sign a declaration at the beginning of each year that they agree to abide by and observe the rules and instructions relating to the VCAL assessment program and accept its disciplinary procedures. This form will be distributed to students in their Pastoral Groups.

The VCAA sets down a number of rules which a student must observe when preparing work for assessment:

1. A student must ensure that all unacknowledged work submitted for assessment is genuinely his/her own.
2. A student must acknowledge all sources used, including:
  - Text, websites and source material
  - The names and status of any person who provided assistance and the type of assistance provided.
3. A student must not receive undue assistance from any other person in the preparation and submission of work.

**Acceptable** levels of assistance include:

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

**Unacceptable** forms of assistance include:

- Use of, or copying of another person's work or other resources without acknowledgement
  - Corrections or improvements made or dictated by another person.
4. A student must not knowingly assist other students in a breach of rules.

## VCAL (VCE VM) Assessment

The curriculum components of a VCAL Learning Program must be assessed in accordance with the requirements of each component:

- All assessment of VCE units must be in accordance with VCAA guidelines
- All assessment of VET units of competence must be in accordance with the VET accredited curriculum or training package and the Australian Qualifications Framework.
- All VCAL units must be assessed in accordance with the VCAA and VQA Quality Assurance guidelines to ensure validity, reliability, flexibility and fairness.

## VCAL (VCE VM) Unit Results - Satisfactory

A student will receive an **S** (satisfactory achievement) for a unit in Work Related Skills, Personal Development Skills, Literacy Skills and Numeracy Skills when he/she has demonstrated competencies in the learning outcomes for the particular unit.

## VCAL (VCE VM) Unit Results - Not Satisfactory

A student will receive an **N** in a VCAL (VCE VM) unit if they do not meet the course or class attendance requirements.

Students therefore must:

- Produce work that meets the required standard for each outcome
- Submit work on time
- Submit work that is clearly his/her own
- Attend all scheduled classes

If a student receives an **N** for a task, they will receive an N – Notification and should make an appeal meeting with the Director of Learning & Teaching within 7 days.

## VCAL (VCE VM) Class Attendance Rules

A student will receive an **N** for a unit if they have **nine unexplained absences** (the equivalent of nine short lessons) from class during a semester. Teachers will keep records of all absences.

## Entry Requirements and Access

The VCAL framework allows for the flexible entry of students enrolling in the VCAL. There are no formal entry requirements. Students may gain one or more VCAL certificates whilst enrolled in the VCAL depending on their abilities and/or pathway goals.

## THE CAREERS TEAM

The College has 2 three qualified career practitioners who work to develop resources that can be accessed by students to help plan their post school pathways. Students are able to book one on one interviews online with a careers practitioner as required. Parents are welcome to attend these appointments.

### Careers Website – [ndccareers.com](http://ndccareers.com)

The Notre Dame College Careers website is a one stop shop for all relevant career's information. The following can be accessed on the website:

- Book a career's appointment
- Careers newsletter
- Career bullseye posters (career targets)
- Senior school information – VCE, VCE/VM, VET, SBAT's
- Post school options
- For parents
- For students – job vacancies, - all positions part time, full time are advertised here

### Work Placement

It may benefit some Year 11 or Year 12 students to participate in work placement in order to find out more about their intended course or career. All Year 10 students complete a compulsory 35 hour work placement as a part of structured work placement for Industry and Enterprise. Some tertiary courses also require work experience in the field. Students organise placements through their classroom teacher. Please note any work placement should be completed in the holidays where possible.

### Careers Information - Relevant Websites

**VTAC website** – [www.vtac.edu.au](http://www.vtac.edu.au) Course link is a wonderful site that allows Year 10, Year 11 and Year 12 to manipulate their VCE programme and check tertiary courses they may be interested in, in relation to prerequisites, ATARs, course information etc. If you scroll down the front page of the VTAC website you can click on cancelled courses or new courses and keep up to date with changes that have not been recorded in the guide.

**My Future** - <http://www.myfuture.edu.au>

My Future is an online career information service.

You can find specific information covering:

- Careers development
- Work and employment
- Education and training providers
- Funding, financial support, scholarships, awards and grants
- Contact information for organisations and support services

**Youth Central** – [www.youthcentral.vic.gov.au](http://www.youthcentral.vic.gov.au)

Information on jobs and careers, health and relationships, studying and training, and much, much more.

**Youth** – [www.education.gov.au](http://www.education.gov.au)

Information regarding University, VET courses, Apprenticeships Education, Work, Health, Community, Culture, Environment and Finances, with useful links to other great sites.

### Communications with Students & Families

Students are encouraged to listen to the items published in the Student Bulletin each day, read the Careers News in the Newsletter, Attend Open Days and information sessions. Check the careers website for new vacancies for jobs & apprenticeship. The Careers Counsellors will also email relevant information to student year levels.

## Careers Counselling

Students may make appointments at any time of the year. Parents/guardians are welcome to attend these appointments with their students. Students are asked to email the careers team on the generic email [careersstaff@notredame.vic.edu.au](mailto:careersstaff@notredame.vic.edu.au) to advise that a parent will be at the meeting so more time can be allocated. Students book appointments via [ndccareers.com](http://ndccareers.com)- the event code is located under the tab 'Important information'

## Careers Counselling and Tertiary Application Timeline

February - June	Careers Counsellors will have class lessons during 'Study' to look at directions and options for the year.
June	Application to sit the UCAT Test.
July	UCAT Test.
Start August	VTAC Information Session – during common study time. Students list all possible course interests.
Mid-August	VTAC preferences refined Send off or ring interstate applications (e.g. UAC, SATAC, QTAC, Tasmania).
AUGUST (most Sundays)	OPEN DAYS.
September	VTAC preferences submitted to VTAC Complete SEAS form and Consideration of Disadvantage Forms if necessary. For Rural students this is a useful support.
October	Apply for On-Campus housing – metropolitan and country if needed. Check employer incentives/scholarships/cadetships for availability.
October/November	External Assessments.
Late November/December	Interviews for some TAFE and Tertiary courses. FORMS due! December round VTAC offers released.
Late December	Support: Results available to VCE and VCAL candidates Interviews available at Notre Dame College at "Change of Preference" time.
Late December	Changes in Course selection. "Change of Preference" submitted to VTAC Some interviews are conducted in early January.
Mid-January	First round January offers – Tertiary and TAFE – in newspapers and in the post.
Early February	February round of offers. Tertiary and TAFE – in newspapers and post. In recent years there have not been many second round offers.

# GENERAL INFORMATION

## Special Provision

Special Provision provides all students with the maximum opportunity to participate in and complete their senior secondary studies. Individual students may need special provision in curriculum to achieve the learning outcomes and in assessment to demonstrate their learning and achievement. The provisions are available to VCE and VCAL students.

Students who are eligible for Special Provision are not exempt from meeting the requirements for satisfactory completion of the VCE or VCAL or from being assessed against the outcomes of the study. Special Provision ensures that the most appropriate arrangements and options are available for students whose learning and assessment programs are affected by illness, impairment or personal circumstances.

There are three forms of Special Provision and, in each case, there are specific eligibility requirements that apply:

Special Provision Category	Eligibility Requirements	Possible alternative arrangements
<p><u>School-based assessment</u></p> <p>The student must apply by completing the <i>Application for School-Based Special Provision (For OATs, SACs, &amp; SATs)</i> form (see appendix 6) and submitting to the NDC Director of Learning and Teaching VCE- Students are eligible for Special Provision for classroom learning and School-based Assessment if their ability to demonstrate achievement is adversely affected by:</p>	<ul style="list-style-type: none"> <li>• An acute or chronic illness</li> <li>• personal circumstances</li> <li>• a long-term impairment</li> </ul>	<ul style="list-style-type: none"> <li>• rescheduling classroom activities and/or an assessment task</li> <li>• allowing the student extra time to complete work or an assessment task</li> <li>• setting a substitute task of the same type</li> <li>• replacing a task with a different type</li> <li>• using a planned task to assess more outcomes, or aspects of outcomes, than originally intended</li> <li>• using technology, aides or other special arrangements to complete classroom learning and/or undertake assessment tasks</li> <li>• deriving satisfactory completion of outcomes or a score from other assessments or work completed by the student (if the provisions already mentioned are not feasible or reasonable).</li> </ul>
<p><u>Special Examination Arrangements</u></p> <p>(Approved by VCAA) - Schools can apply for special examination arrangements for students with a disability or illness.</p>	<ul style="list-style-type: none"> <li>• Health impairment</li> <li>• Physical disability</li> <li>• Mental Health conditions</li> <li>• Specific Learning disorder</li> <li>• Language disorder</li> </ul>	<ul style="list-style-type: none"> <li>• Total duration of examinations</li> <li>• Separate examination room</li> <li>• Separate supervision</li> <li>• Readers</li> <li>• Scribes</li> <li>• Clarifiers</li> <li>• Use of computers</li> </ul>

## Breach of rules

All students need to be aware that it is their responsibility to ensure that the teacher has no difficulty in authenticating their work.

If a subject teacher believes that the work submitted by a student for assessment:

- is not typical of the 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,
- then the work will not be accepted for assessment until the student provides evidence to show that the work is their own.

If the subject teacher believes that a breach of rules has occurred, the student will be informed by a SEQTA Pastoral Care Note. The teacher will then report the suspected breach of rules to the Director of Learning and Teaching who will conduct an investigation.

Prior to a decision being made by the school that may result in a penalty being imposed, the student will be requested to attend an interview with the Deputy of Learning and Teaching. The Deputy of Learning and Teaching will be the decision maker. The student will be given 24 hours' notice of this meeting and advised that a parent or friend may accompany them to the interview in a support role, but not as an advocate.

The student will be notified in writing of the decision/penalties imposed and their rights of appeal. The decision/penalty imposed by the school could be in the form of:

- a reprimand to the student or
- if there is sufficient time before the due dates designated by the school or VCAA, the student could be asked to resubmit the work or
- refuse to accept that part of the work which infringes the rules and base a decision whether to award the outcome an N or an S upon the remainder of the work or
- refuse to accept any part of the work and an N will be awarded for the outcome.

## Statement of results

The VCAA issues a Statement of Results at the end of the calendar year to all students enrolled in VCE or VCAL units.

VCE Statement of Results contains

- A cumulative record of achievement for all VCE and VCE VET units undertaken and the year in which the result was obtained
- Graded assessments and a Study Score for each sequence of Units 3 & 4 undertaken in either the current year or earlier
- Whether the student has qualified for the VCE.

VCAL Statement of Results contains:

- A cumulative record for all VCE units, VCAL units and VET units of competence/modules undertaken and the year in which the result was obtained
- Graded Assessments and a Study Score for each sequence of VCE Unit 3 & 4 undertaken either in the current year or earlier
- Whether the student has qualified for the VCAL.

## Inspection of scripts and Statement of Marks

Students' examination scripts remain the property of the VCAA and will not be returned to them, but may be made available for inspection at school under certain conditions. Students can also apply for a Statement of Marks for each examination. Students will need to fill out an application form, which can be obtained from the VCAA website: [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

## WELLBEING SUPPORT SERVICE

Notre Dame College has Counsellors available for student support. The Counsellor's role is to provide support to those students who request it, or as a result of a concern raised by a staff or family member of the student. In order to support the student, they must be agreeable to attend sessions. Support can be provided in a number of areas. These include –

- Organisational issues
- Time management
- Stress management
- Counselling regarding relationship issues
- Counselling regarding personal issues/mental health
- Counselling regarding grief issues
- Information in relation to other services/contacts in the area
- Family support
- Substance abuse
- Or simply having someone to 'unload' to when things get on top of you
- Any other area of concern

When it comes time for the exams and VTAC applications, the Wellbeing Team are also very involved in the SEAS and Special Consideration process providing students they have worked closely with, and developed an understanding of their relevant issues, documentation to support applications for SEAS.

Before using the Wellbeing Support Service there are a few things the student and/or parent should know. This information will be provided in a *Disclosure Statement to Students* during the initial appointment and is also included in the Student Planner for easy reference.

There are also a number of resources available on the Wellbeing Support Service page of the College website. These resources are relevant for both students and parents.

Of particular importance for parents is the '[School TV](#)' link/button on our [Wellbeing page](#). There are a wide range of topics which parents can access to better understand and support their child's mental health and wellbeing.

The Counsellors can be contacted by:

- Emailing the Wellbeing Team directly at [wellbeing@notredame.vic.edu.au](mailto:wellbeing@notredame.vic.edu.au) – listed as 'Wellbeing Support Request' on the College email system.
- Emailing one of the Wellbeing Team individually using their name as per the email system
- Requesting your PGL or Head of House make contact with the Wellbeing Team for an appointment.
- Call into one of the Counsellor's offices during break times to arrange a suitable time for you both.

PLEASE NOTE: Appointments will usually be arranged via email; therefore, it is essential that if you request an appointment, please keep an eye on your emails daily so that you know when the appointment is scheduled for.



Assessment Plan	A set of tasks relating to the assessment of units of competency/modules undertaken in the Unit 3 and 4 sequence of a scored VCE VET program.
Assessment Task	A task set by the teacher to assess students' achievements of unit outcomes for School-assessed Coursework (see also Outcomes).
ATAR	Australian Tertiary Admissions Rank - The overall ranking on a scale of zero to 99.95 that a student receives, based on their study scores. The ATAR is calculated by VTAC and used by universities and TAFE institutes to select students for courses Formerly known as Equivalent National Tertiary Entrance Rank (ENTER)
Authentication	The process of ensuring that the work submitted by students for assessment is their own.
Award Level	In the VCAL there are three award levels; Foundation, Intermediate and Senior.
Competency	Vocational education and training is based on units of competence that are identified by industry as specific occupational skills or generic work competencies.
DES	Derived Examination Score - Provision available for students who are ill or affected by personal circumstances at the time of an examination.
GAT	General Achievement Test - A test of knowledge and skills in writing, mathematics, science and technology, humanities and social sciences and the arts. It is done by all students doing a VCE Unit 3 and 4 sequences and used by the VCAA to check that schools are marking School-assessed Tasks to the same standard, as part of the statistical moderation of School-assessed Coursework.
OAT	Outcome Assessed Tasks - At Notre Dame College, VCE Unit 1 & 2 school based assessment tasks are known as an OAT.
RTO	Registered Training Organisation - An organization which is registered and approved to deliver Vocational Education and Training (VET) programs within a defined Scope of Registration.
SAC	School-assessed Coursework - A school-based assessment that is reported as a grade for either a Unit 3 and 4 sequence or Unit 3 and Unit 4 individually. School-assessed Coursework (SAC) assessment consists of a set of assessment tasks that assess students' achievement of Units 3 and 4 outcomes.
SAT	School-assessed Task - A school-based assessment for a Unit 3 and 4 sequence and reported as a grade. A school-assessed Task (SAT) is set by the VCAA and assessed by teachers in accordance with published criteria. Tasks are subject to review by a panel appointed by the VCAA.
SWL	Structured Workplace Learning - On the job training during which a student is expected to master a set of skills or competencies, related to an accredited course. These courses are generally Vocational Education and Training programmes.
School-based Apprenticeship	Structured training arrangements, usually involving on and off the job training, for a person employed under an apprenticeship/traineeship training contract. These may include apprenticeships, part-time apprenticeships or traineeships.
Sequence	Units 3 and 4 are designed to be taken as a sequence at Year 12 level.
Special Examination Arrangements	Arrangements that are approved by VCAA to meet the needs of students who have disabilities, illnesses or other circumstances that would affect their ability to access the examination.
School - based Special Provision	Arrangements that are made at NDC to allow students who are experiencing significant hardship to achieve the learning outcomes and demonstrate their learning and achievements.
Statement of Marks	For each examination including the GAT, students can apply for a statement showing the marks they obtained for each question/criteria and the maximum mark available. A fee is charged for each statement.

Statement of Results	The document(s) issued by the VCAA showing the results a student achieved in the VCE and/or VCAL, and whether he/she has graduated. See also VCE/VCAL Certificate.
Statistical moderation	The process used to ensure that schools' assessments are comparable throughout the State. It involves adjusting each school's School-assessed Coursework scores for each study to match the level and spread of the external reference scores for the students in that school doing that study.
Student ID Number	The unique number assigned by VCAA to each student enrolled in the VCE, VCAL and VCE VET.
Studies	The subjects available in the VCE.
Study design (VCE)	A study design for each VCE study is published by the VCAA. It specifies the content for the study and how students' work is to be assessed. Schools and other VCE providers must adhere to the study designs.
Study Score	A score from zero to 50 which shows how a student performed in a VCE study, relative to all other students doing that same study. It is based on the student's results in school assessments and examinations.
Units (VCE)	The components of a VCE study. There are usually four units in a VCE study, numbered 1, 2, 3 and 4.
Units (VCAL)	VCAL units contain accredited learning outcomes that enable content to be developed and/or planned at the local level.
VCAA	Victorian Curriculum and Assessment Authority – The independent statutory body responsible to the Victorian Minister for Education.
VCAL	Victorian Certificate of Applied Learning - An accredited senior secondary school qualification undertaken by students in Year 12.
VCAL/VCE Certificate	The Certificate awarded to students who meet the requirements for graduation of the VCAL and/or VCE. See also Statement of Results.
VCE	Victorian Certification of Education - An accredited senior secondary school qualification.
VET	Vocational Education and Training - Nationally recognised vocational courses (certificates) integrated within the VCE or VCAL.
VCE VET	VET programs approved for full recognition in the VCE
VTAC	Victorian Tertiary Admissions Centre acts on behalf of universities, TAFEs and other providers facilitating and coordinating the joint selection system. It calculates and distributes the Australian Tertiary Admissions Rank (ATAR)

# Appendix A – VCAA Collection Notice for VCE and VCAL Students 2023



VICTORIAN CURRICULUM  
AND ASSESSMENT AUTHORITY



## VCAA Collection Notice for VCE, VPC and VCAL Students 2023

### Collection of Student Data

In order to perform its statutory functions, the VCAA collects student personal information and assessment information (together referred to as **Student Data**) relating to students enrolled in, or intending to enrol in, the VCE, VPC and VCAL assessment programs, the International Baccalaureate (IB) or the General Achievement Test (GAT).

Personal information is defined in section 3 of the *Privacy and Data Protection Act 2014* (Vic) (**PDP Act**) and is collected and handled by the VCAA in accordance with that Act.

Student Data is collected by the VCAA for the purposes of generating student final VCE, VPC, VCAL and GAT results (**Student Results**), assuring the quality and integrity of the VCE, VPC and VCAL assessment programs and for research purposes related to the VCAA's statutory powers and functions.

Student Data collected by the VCAA includes, but is not limited to the following:

- Name, date of birth and gender
- Contact details
- Aboriginal or Torres Strait Islander (ATSI) status
- Country of origin
- Enrolment details
- School graded assessments and results
- External assessments

In most instances, the VCAA collects Student Data directly from schools, however, it is sometimes necessary to collect Student Data from individual students and/or third parties. When a third party provides an individual's personal information, the VCAA requests that the individual is made aware that their personal and/or health information will be or has been provided to the VCAA; the purpose for which it will be or was provided; and to whom it will be or is likely to be disclosed.

Where the VCAA receives an application for Special Provision, personal and health information within the meaning of the *Health Records Act 2001* (Vic) will also be collected for the purpose of assessing the student's eligibility to receive Special Provision. For such applications, the way in which the VCAA collects and handles the personal and/or health information will be identified at the point of collection.

### Use and disclosure of Student Data (and Student Results)

Student Data is disclosed to and used by authorised VCAA employees and/or contractors for the abovementioned purposes. Additionally, the VCAA discloses Student Data and/or Student Results for the purposes below. Student personal information collected will not otherwise be used or disclosed by the VCAA, except with the prior consent of the student (or student's parent or guardian where applicable) and in accordance with the PDP Act, or if the VCAA is required or otherwise permitted by law to do so.

**Government school** student data is provided to the Department of Education's Performance and Evaluation Division in order to comply with educational reporting requirements.

### Victorian Registration and Qualifications Authority (VRQA)

Student Data and Student Results may be provided to the VRQA in relation to the VRQA's statutory functions in relation to the accreditation, delivery and maintenance of the VCE, VPC and VCAL, including the registration of schools and training organisations.

### Victorian Electoral Commission (VEC)

The VCAA must comply with notices from the Victorian Electoral Commission (VEC) under section 26(4) of the *Electoral Act 2002* (Vic) requiring the VCAA to provide information so that the VEC can:

- write to students when they turn 17 years of age to invite them to provisionally enrol to vote;
- provide students with information on enrolling and voting; and
- write to students who are already 18 years of age to advise them to enrol and that failure to do so may result in the VEC commencing enrolment activities in accordance with section 23A of the *Electoral Act 2002* (Vic).

### International Education Division (IED), Department of Education

The IED has a legal obligation to monitor the progress of international students to ensure they are in a position to complete the course within the expected duration specified on the student's Confirmation of Enrolment (CoE). The VCAA provides IED with student unique identifying number, name, school, program, and course credits granted.

### Season of Excellence (SoE)

The VCAA discloses Student Data of high-achieving VCE students who have been short-listed by VCAA employees for Top Class, Top Talks, Top Arts, Top Screen and Top Designs to SoE panel members for final selection. Panels comprise a Chief Assessor, Assessors and State Reviewers who are engaged by the VCAA, in addition to a National Gallery of Victoria representative (Top Arts only) and Victorian school teachers.

### De-identified information

The VCAA provides student personal information to Victorian and Australian Government agencies and statutory authorities to assist with forward planning related to education provision and reporting in a de-identified format. This may include information relating to students of Aboriginal and/or Torres Strait Islander origin. The VCAA may also provide de-identified data to external bodies who request data for research purposes.

### Consequences if information is not provided

If the personal information requested on the VCAA Student Personal Details and Declarations Form is not provided, and/or Section B of this Form is not signed, the student may not be accepted for enrolment in the VCE, VPC or VCAL.

### Access and correction

An individual may request access to personal information the VCAA holds about them and request its correction if inaccurate.

### Further information

For further information please refer to the VCAA's Privacy Policy ([www.vcaa.vic.edu.au/Footer/Pages/Privacy.aspx](http://www.vcaa.vic.edu.au/Footer/Pages/Privacy.aspx)) or contact the VCAA on 1800 134 197.