



2024

HAZEL GLEN COLLEGE
VCE, VCE VM AND VET
HANDBOOK

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1.1 Hazel Glen College - "One College. Everyone Matters."

Hazel Glen College firmly believes that each of our students matter. We aim to know, support and guide all of our students to be their best and have a successful pathway. To do this we offer a range of program options as part of the VCE including a wide range of VCE subjects, VCE Vocational Major and both internal and external VET classes. We believe in promoting individual excellence and encourage full participation in the opportunities and programs available to our students.

1.2 Supports at Hazel Glen College

Hazel Glen College has an expert team to support students with their VCE. These supports include:

- iThrive teacher
- Classroom teachers
- VCE Coordinator - Dana Roles
- VET Coordinator - Rebecca Roberts
- Head Start Coordinator - Kathrine Scott
- VASS Administrator - Thida Min
- VM SWL Leader - Jacqueline Cuxson
- Wellbeing Coordinator - Nick Lyell
- Mental Health Practitioner - TBC
- Youth Workers - Teagan Marshall, Charlotte Craig, Sophie Tsokas
- Careers Practitioner - Francis Galea
- IL-Pathways and Careers Education - Emily Irwin
- Year Level Leaders - Emily Thornycroft (Year 11), Elly Hackney (Year 11), Jacinta Newbold (Year 12)
- Head of Year - TBC

1.3 College Values

At Hazel Glen College the values of Respect, Responsibility, Relationships and Resilience guide our behaviours. This means we learn collaboratively, respecting individuality and diversity. We are truthful and honest in our interactions with all members of our community, and we share a collective responsibility to each other and ourselves, so we can contribute positively to society. We embrace challenges and support each other to overcome them.

1.4 Handbook Structure

In this handbook you will locate all the necessary information and procedures to guide you through your VCE journey. This handbook and its contents are relevant to your entire VCE Education (Years 11 - 12). Please retain this document for further reference when needed.

1.5 Aim of the VCE, VCE VM and VET Handbook

The Hazel Glen College VCE, VCE VM and VET Handbook aims to ensure that:

- All students have the opportunity to complete VCE to the very best of their ability
- All students, teachers and school community are aware of the rules and expectations outlined by VCAA
- All students are treated fairly and in a consistent manner
- All students have access to clear and consistent assessment practices
- All students are supported with their learning
- All students completing a VCE program attend school and all timetabled classes regularly

1.6 Program Structure

The following are the typical program structures of VCE students at HGC:

Year 11 VCE - 6 subjects (12 units) including 2 units of English (may or may not include a VET or Unit 3 and 4 VCE subject)

Year 11 VCE VM - 5 subjects (including a VET and a VCE subject) + SWLR Unit(s)

Year 12 VCE - 5 subjects (10 units) including 2 units of English (may or may not include a VET or University Subject)

Year 12 VCE VM - 5 subjects (including a VET) + SWLR uUnit(s)

2.1i VCE

VCE is the Victorian Certificate of Education and is awarded to students who successfully complete 16 units of VCE or VET subjects. The results of the VCE form the basis for selection into the vast majority of tertiary courses. This is usually through an ATAR that is gained from subject study scores achieved in Unit 3 and 4 studies and exams.

The Victorian Certificate of Education (VCE) is usually a two year course of study and the content, examinations and awards are set by the Victorian Curriculum and Assessment Authority (VCAA).

All studies are organised into semester units. Units 1 and 2 are usually undertaken in Year 11 and Units 3 and 4 are usually undertaken in Year 12. At Hazel Glen College, students will typically take 12 units in Year 11 and a further 10 units in Year 12. VCAA will not permit Unit 3 or Unit 4 studies to be taken separately. It is only possible to enrol for Units 3 and 4 together.

Student performance in Unit 3 and 4 sequences is assessed by:

- A series of tasks, School Assessed Coursework (SACs) and/or School Assessed Tasks (SATs), which are to be completed mainly in class time under teacher supervision. These are directly linked to classroom teaching programs
- Externally set examinations

Some students will be able to start their VCE studies in Year 10 when selected subjects will be on offer. These students will need to meet the academic and work requirements of completing an Accelerated VCE subject. Students who do not get an Accelerated VCE subject place will be able to study these subjects in Year 11 and are recommended to do the relevant Year 10 elective as preparation for this.

2.1ii VCE - Vocational Major (VM)

VCE is the Victorian Certificate of Education and is awarded to students who successfully complete 16 units of VCE or VET subjects. The results of the VCE form the basis for selection into the vast majority of tertiary courses. This is usually through an ATAR that is gained from subject study scores achieved in Unit 3 and 4 studies and exams.

The Victorian Certificate of Education (VCE) is usually a two year course of study and the content, examinations and awards are set by the Victorian Curriculum and Assessment Authority (VCAA).

All studies are organised into semester units. Units 1 and 2 are usually undertaken in Year 11 and Units 3 and 4 are usually undertaken in Year 12. At Hazel Glen College, students will typically take 12 units in Year 11 and a further 10 units in Year 12. VCAA will not permit Unit 3 or Unit 4 studies to be taken separately. It is only possible to enrol for Units 3 and 4 together.

Student performance in Unit 3 and 4 sequences is assessed by:

- A series of tasks, School Assessed Coursework (SACs) and/or School Assessed Tasks (SATs), which are to be completed mainly in class time under teacher supervision. These are directly linked to classroom teaching programs
- Externally set examinations

Some students will be able to start their VCE studies in Year 10 when selected subjects will be on offer. These students will need to meet the academic and work requirements of completing an Accelerated VCE subject. Students who do not get an Accelerated VCE subject place will be able to study these subjects in Year 11 and are recommended to do the relevant Year 10 elective as preparation for this.

2.1ii VCE - Vocational Major (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. The VCE VM will give students greater choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work and life.

It prepares students to move into apprenticeships, traineeships, further education and training, university (via non-ATAR pathways) or directly into the workforce.

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:

- Equipping them with the skills, knowledge, values and capabilities to be active and informed citizens, lifelong learners and confident and creative individuals; and
- Empowering them to make informed decisions about the next stages of their lives through real life workplace experiences

Students will undertake a VET qualification and have the option to complete Structured Workplace Learning (SWL) as part of their program. They may also have the opportunity to complete a School-based apprenticeship (SBAT) as part of their program.

VCE VM assessments are school-based and assessed through a range of learning activities and tasks. There are no external assessments of VCE VM Unit 3–4 sequences and students enrolled in VCE VM studies do not receive a study score.

VCE VM studies do not contribute to the ATAR.

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

- Three VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
- Two VCE VM Numeracy or VCE Mathematics units
- Two VCE VM Personal Development Skills units
- Two VCE VM Work Related Skills units
- A minimum of four Unit 3–4 sequences (including English), which can include other VCE or VCE VET studies
- A minimum of 180 nominal hours of VET at Certificate II level or above

2.2 VET

The VCE can include components of nationally recognised Vocational Education and Training (VET) qualifications. These components can contribute towards the VCE 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 II level or above (block credit recognition)

Students who complete all or part of a nationally recognised Vocational Education and Training (VET) qualification drawn from a training package or accredited course receive credit towards satisfactorily completing the VCE. Students typically undertake training at Certificate II or III levels.

2.3 Study Score and ATAR Calculations

Study Scores

When completing Unit 3 and 4 subjects, 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 the students completing the subject within Australia. 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.

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

Study Score	>45	>40	>35	>30	>25	>20
Percentage of Students	2%	9%	26%	53%	78%	93%

ATAR Calculations

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 in a given year. Your ATAR is developed from an aggregate produced by adding your results for up to six studies as follows:

- The scaled study score in English, EAL, English Language or Literature
- The next best three scaled study scores permissible (which together with the English study make the primary four)
- 10% of any fifth and/or sixth permissible scores that are available (these are called Increments)
- If you have more than six results, the six permissible results that give the highest ATAR is used

Scored VCE VET Studies

'Scored VCE VET studies' are VCE VET Unit 3 and 4 sequences with a scored assessment. When calculating your aggregate, VCE VET Unit 3 and 4 sequences with a scored assessment are treated in the same way as other Unit 3 and 4 VCE studies.

Unscored VCE VET Studies

Unscored VCE VET studies are VCE VET Unit 3 and 4 sequences with no scored assessment available. Since there are no scores available for unscored sequences, VTAC may include the sequence as an increment (the fifth and/or sixth study). The amount of an increment is determined by calculating 10% of the fourth study score of your primary four.

3. Completion of Units

3.1 Satisfactory Completion of a Unit

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

Achievement of an outcome means:

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

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

The decision about satisfactory completion of an outcome is based on the teacher's judgement of the student's overall performance on combination of set work and predetermined assessment tasks related to the outcomes.

Therefore the completion of coursework which the classroom teacher can authenticate provides an important and valuable opportunity for students to demonstrate satisfactory completion of the outcome prior to their completion of the School Assessed Coursework and/or School Assessed Task.

The decision to award an S for satisfactory completion of a unit is separate from the assessment of levels of achievement for study score calculation. VCE unit results (S or N) contribute to satisfactory completion of the certificate. School Assessed Coursework and/or School Assessed Task can be taken into consideration when awarding or not awarding a satisfactory result.

4. Non-Satisfactory Completion Of A Unit

Non satisfactory completion of a unit means that a student has not been able to demonstrate the outcome through their assessments, coursework or any redemption opportunities

4.1 Reasons for being awarded a Non-Satisfactory Result

The student may 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
- Insufficient work has been completed for the outcome
- The student has failed to meet a school deadline for the school-based assessment task (which can include time granted through an extension for any reason or a special provision or both)
- The work cannot be authenticated
- The 'VCE attendance' is below 90% for a unit
- There has been a substantial breach of the VCAA's rules and the school's rules and procedures

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

4.2 N-Warning Chronicle

If a student is at risk of a Non-Satisfactory Result, the classroom teacher will generate a N-Warning Chronicle. The purpose of the N-Warning Chronicle is to officially notify the student and the parent/guardian that the student is at-risk of receiving a non-satisfactory result for the outcome, along with the support and the further tasks or sessions that the student is required to complete or attend in order to achieve a satisfactory result. The teacher will give a due date for these tasks or set specific times for these sessions.

4.3 Redeeming Outcomes

To redeem an outcome, the student may be asked to complete additional tasks to demonstrate their satisfactory completion of an outcome. Additional tasks may include:

- Completing outstanding coursework and/or homework which can be authenticated
- Re-attempting School-Assessed Coursework (or part of School-Assessed Coursework)
- Discussion(s) with the classroom teacher relating to the outcome
- Other (as specified by the classroom teacher)

Note: The score received in School-Assessed Coursework cannot be changed when redeeming an outcome. The initial score given after the first attempt at the school-assessed coursework or task will stand.

4.4 N-Received Chronicle

Once the N-Warning Chronicle has been generated, if the student does not satisfactorily complete the additional tasks within the set time frame and to the required standard, the student may be awarded a non-satisfactory result for the outcome. This will be officially communicated through the N-Received Chronicle. This means the student will receive a non-satisfactory result for the Unit, which can contribute to the student being at-risk of not successfully completing their VCE.

4.5 Application to Head of Years for final redemption opportunity

If a student has received a non-satisfactory result for an outcome, the student can apply to the Head of Year - Year 11 and 12 for a final opportunity to demonstrate the outcome. This may or may not be approved by the Head of Year - Year 11 and 12. It will be dependent upon the individual circumstances of the application and the feedback from the classroom teacher.

4.6 Final Coursework Submission Date

When a student has not satisfactorily completed a Unit by the final coursework submission date, the student will need to apply to the Head of Year - Year 11 and 12 in order to submit coursework after this date. The purpose of this is to ensure that students are submitting coursework in a timely manner and any untimely submission of coursework is closely monitored.

Please note: There will be a final coursework submission date for both Unit 1 and 3, and Unit 2 and 4. The two dates will be communicated to students during term 1 of the academic year.

Please refer to the HGC Senior School Subject Pathways Handbook on our College website for detailed information on Secondary Years programs and subjects.

5.1 Unit 1 and 2

Units 1 and 2 may be undertaken separately or as a pair. Schools may timetable Units 1 and 2 in a sequence that is suitable for their program. Students may enrol simultaneously in Units 1 and 2.

5.2 Unit 3 and 4

Units 3 and 4 of all studies must be undertaken as a sequence in the academic year; a student may not enrol in Unit 4 only. Students must undertake Unit 3 before commencing Unit 4 of a study. Students granted Interrupted Studies status are an exception to this rule.

Students can meet Unit 3 and 4 sequence requirements when studying Units 3 and 4 of VCE VM studies concurrently over a minimum of two semesters, or over multiple years, provided they complete the requisite number of units and sequences. VCE VM flexible delivery options cannot be used to accelerate completion of the VCE VM in less than two years.

5.3 Withdrawing from or changing a subject

Withdrawing From A Subject

Students requesting to withdraw from a subject need to book a meeting with the Head of Year - Year 11 and 12. Students will then need to provide reasons as to why they should be approved to withdraw from a subject and may also be asked to provide a letter of recommendation from a medical practitioner or other professional to support their withdrawal.

If a student is approved to withdraw from a subject, they will need to report to the senior study space to complete private study in replacement of this class. This includes sessions session 1 and session 5 of the school day.

Changing A Subject

Students studying Unit 1 and 2 subjects will be given the opportunity to change subjects mid-way through term 2. This will allow students to complete Unit 1 of a subject prior to moving to a different subject for Unit 2. This will be through submitting a request through a google form. Requests submitted after the subject change request closing date will not be considered.

Please note: subject changes are dependent upon availability within subjects/classes, the blocking of subjects within the timetable and the likelihood of successful completion within the subject for the student.

5.4 Higher Education Studies

Higher Education studies (HES) are offered by higher education institutions and are designed for independent, high-achieving and interested VCE students.

Satisfactory completion of an approved HES within the VCE will contribute towards a student's:

- Satisfactory VCE completion, as an unscored Unit 3–4 sequence
- ATAR calculation
- Progression to the second year of that study at the higher education institution

6.1 90% Attendance Requirement

All VCE units involve at least 50 hours of scheduled classroom instruction. A student needs to demonstrate sufficient class attendance to fulfill the time and work requirements of the unit. Sufficient class attendance is defined as 90% attendance in each Unit of VCE or VCE VM undertaken.

If a student has completed work but there has been a substantial breach of the 90% attendance policy, the school may be unable to authenticate the student's work completed across the outcome. As a result of this the student may receive a non-satisfactory result for the outcome and therefore the unit which cannot be authenticated.

Note: the 90% attendance requirement takes into account approved absences. Please see section 6.3 of this handbook for more information on approved and unapproved absences.

6.2 Absent from a SAC/SAT

Students must complete a SAC on the day the SAC is scheduled. If a student is absent on the day of the SAC, students must have a VCE approved absence in order to reschedule and receive a score (see section 6.3). Appropriate documentation must be provided by the student within three days of returning to school from a missed SAC.

If a student doesn't have a VCE approved absence after being absent from a SAC, **they will receive a 0% for the task** and be assigned to SAC reschedule to have an opportunity to achieve an S. If students are absent from a SAC reschedule with an approved absence they may reschedule.

If they are absent with an unapproved absence they may receive an N for the unit.

6.3 Approved and Unapproved Absences

Please see below for VCE approved and unapproved absences.

VCE Approved Reasons For Absence	VCE Unapproved Reasons For Absence
Illness (medical certificate required)	Driving lessons or licence testing
Funeral (notice from paper and note from home required)	Personal issues (without further explanation)
Job interview (letter from employer required)	Family commitments or holidays
Medical/dental appointments (which cannot be arranged out of class time, medical certificate required)	SAC / SAT preparation or completion of work due in other subjects
Court appointments and counselling (letter from the court required)	Part time work commitments
College/State/National representation in sport (if outside school, letter from coach is required)	Sleeping in or missing the bus Car or bike breakdown
Year 12 Examinations (for those in Year 11)	Supporting upset friends or timetable mix-ups
	Centrelink appointments

6.4 Time Redemption

Time redemption is a process where students who have chronic attendance issues are provided with opportunities to redeem their attendance for specific subjects. This will be completed at a time outside of their scheduled classes, which will involve completing work for specific subject(s) that they have low attendance for. Students will be offered this as a support to demonstrate the key skills and key knowledge within units of VCE.

6.5 Study Session Requirements

Year 12 students are required to remain at school in the Study Centre for all study sessions running during sessions 1, 2 and 3. Where a student has a study in session 4, and a class in session 5, they must attend their session 4 study session in the Study Center. Where a student has a study session in both sessions 4 and 5, they will be granted "Study Leave", and may sign out and study at home. Students with a study session in session 5 will be granted "Study Leave", and may sign out and study at home.

If a student elects to remain at school for a session 5 study, or a blocked session 4 and 5 study, they must attend the Study Centre and ensure they are marked as present. They must remain at the Study Centre.

Students may not leave during a period 4 or 5 study, under the following circumstances:

- There is a scheduled SAC in those periods and/or afterschool
- A student has low attendance
- A student is at risk of not achieving an S for an outcome
- A parent/guardian has requested students remain at school. Parents must contact the Years 10-12 Secondary Years Administration Office on 9717 7500 or via email at hgc.ss.office@hazeglencollege.com if they do not wish for their child to be granted "Study Leave"

If a student is not in attendance for a required study session, they will be issued an "Unapproved Absence", which will affect their attendance percentage on Compass.

6.6 Absences due to a family holiday

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

Students or parents/guardians looking to schedule a family holiday which may impact attendance during VCE studies should discuss this with the relevant Year Level Coordinator or Head of Year at their earliest convenience.

6.7 Absences due to bereavement

Students who are missing timetabled classes due to bereavement leave are required to notify the senior school administration office. The relevant Year Level Coordinator will contact the family to discuss any support required for the student and the process for approving this leave of absence.

7.1 SACS and SATs

There are two forms of school-based assessment in VCE:

- The **School-Assessed Coursework (SAC)**, which consists of a set of tasks that assesses each student's level of achievement in each outcome as specified in the study design. Schools provide a score for each component of coursework specified in the study design.
- 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 on the basis of a rating against criteria specified by the VCAA. Schools provide a score for each criterion.

7.2 Scheduling Assessment Tasks

The schedule of SAC dates and due dates for SATs will be communicated by the subject teacher to their class at the beginning of each Unit. Teachers should provide students with the term and week the scheduled SAC or SAT due date is planned for. As the scheduled week of the SAC or SAT approaches, teachers must confirm (in writing) the SAC or SAT date no later than two weeks prior to the confirmed date. This will be visible to students through Compass Learning Tasks.

7.3 Assessment Conditions

School based assessments should be conducted according to VCE standards. These include:

- Students must not cheat or assist other students to cheat
- Students must not take any action that gives or attempts to give them or another student an unfair advantage in an external assessment
- Students must obey and observe all proper instructions or directions given by their teacher / supervisor
- Students attending an assessment may bring only materials and equipment approved for that assessment into the assessment room (classroom). All other materials are to be left in their lockers
- 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 an assessment
- Students detected with any ICT device must, upon the direction of a supervisor or teacher, surrender that device for inspection by the Head of Year - Year 11 and 12 or Year Level Leader
- Students must not bring into or possess in the examination room any drinks or food
- Bottled water is permitted in the examination room (classroom) if it is transparent with no labels
- Students must not communicate with any other student while the assessment is being conducted
- Students must not cause any nuisance, annoyance or interference to any other student during an assessment
- Students must not begin to write or mark their response material in any way, or use a calculator, until advised by a supervisor or teacher that writing may commence
- Students must raise their hand if they wish to communicate with a supervisor or teacher
- Students must not leave their place until permitted by a supervisor or teacher
- Students must cease writing when instructed to do so by a supervisor or teacher
- Students must remain silent and seated in their place at the end of the assessment until response materials have been collected and checked, and an announcement is made permitting students to leave the examination room

Any student who is alleged to have breached Hazel Glen College VCE assessment conditions will have this matter investigated by a member of the Secondary Years Leadership team.

7.4 Plagiarism, Cheating and Colluding

Plagiarism, cheating or colluding at the VCE level is often very different in nature and the process outlined below may not be completely appropriate for all allegations of plagiarism, cheating or colluding. Therefore, this is to be used as a guide for students and staff to follow.

Reporting alleged breaches of rules in school-based assessment

Allegations of a breach of rules may be made by any person with information that suggests rules have been breached, for example, a teacher, a student, a parent or guardian, or an external party such as a tutor.

Allegations should be handled sensitively and may need to be kept confidential.

On a school's receipt of an allegation, the student's work should not be accepted for assessment, pending the conduct of an investigation by the school. The original of the final version of the work is to be retained by the school. The student should be given a copy of the work.

Preliminary investigation

On receipt of an allegation, the VCE coordinator will conduct a preliminary investigation to determine if there is any substance to the allegation requiring further, more rigorous investigation. Detailed records of the preliminary investigation should be kept and may be used in any later decision-making. The school may decide it is appropriate to appoint an external person to carry out the investigation and report back to the school decision-maker. The student should be advised that an investigation is to take place.

Investigation

The purpose of the investigation is to determine whether there is any substance to an allegation that a student has breached VCAA examination rules or VCAA authentication rules for school-based assessment. If so, the evidence should be put to a decision-maker for determination. The investigator must approach the investigation with an open mind and act fairly and without bias. They should consider the allegation against the student, the evidence of anyone who might have something relevant to say about the allegation, and any documents or information that may shed light on whether an allegation has substance. Some or all the information and evidence gathered during the investigation may show that the allegation against the student is unfounded; this evidence should not be discounted.

The investigation may include discussions with the teacher supervising the assessment and any other witnesses, including other students.

Relevant evidence includes:

- Any instructions given to students by the teacher about the conditions under which the school-based assessment was to be undertaken (including the VCAA examination rules)
- The student's work
- Copies of specific notes or another student's work or any other evidence of copying or cheating, such as unacknowledged source material if such an allegation relates to the use of unauthorised notes or cheating or copying from other students
- Samples of other work by the student for comparison, if relevant
- The teacher's record of authentication
- The teacher's opinion about the student's work
- Accurate notes of conversations with witnesses, the teacher and the student

If the investigation suggests there is any substance to any part of the allegation, the student should be informed in writing of the nature of the allegation and be invited to attend an interview to respond. Adequate notice of the interview should be given to the student, who should be given the opportunity to bring a support person to the interview. The support person is there to provide moral support, rather than to represent the student or to speak on their behalf.

7.4 Plagiarism, Cheating and Colluding

If a student elects not to attend an interview, they should be given an opportunity to respond in writing to any allegation against them.

The student's parent(s) or guardian(s) will be advised of the nature of the allegation.

If an allegation suggests that a student has submitted work that is not their own, the investigator should ask the student to provide evidence that demonstrates that the work submitted is their own or was completed in accordance with VCAA requirements or both.

The student may be asked 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 their other work
- Complete, under supervision, a supplementary assessment task related to the original task

Decision-making

The decision-maker will be a Principal-class member who is independent of the allegation and investigation. The Principal-class member may delegate this responsibility as they see fit. It is important that the decision-maker is not the same person as the investigator. The material gathered during the investigation should be provided to the decision-maker, including evidence that suggests the allegations are not proven, as well as any responses the student provided during the investigation. If the decision-maker forms an independent view that the evidence against the student is insufficient to establish the allegations against the student, the decision-maker should confirm this in writing to the student and advise that no further action will be taken.

If the decision-maker considers that there is sufficient evidence to justify a meeting or hearing to decide whether or not the allegations are proven, a meeting or hearing should be convened so that the evidence can be considered, and the student given an opportunity to be heard. The decision-maker should reserve their judgement until they have heard from the student at the meeting or hearing.

The following principles apply to whoever is given the authority to make the decision regarding alleged breaches of rules:

- The decision-maker must act fairly and without bias
- The student must receive at least 24 hours' written notice of the meeting or hearing conducted by the decision-maker.

The notice should include:

- The date, time, place and likely duration of the meeting or hearing
- The allegation(s) against the student
- The names of all decision-makers
- Advice that the student may bring a support person to the meeting or hearing (see below)
- The name of a contact person if the student has queries about the meeting or hearing
- A copy of any evidence that the decision-makers will consider at the meeting or hearing, including whether any witnesses will be present at the meeting or hearing
- The possible outcomes, including penalties
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It is generally appropriate, depending on the age and circumstances of the student, to allow a parent or guardian or other support person to be present at any interview, meeting, or hearing. The meeting or hearing should be conducted at the school, in an environment that is not intimidating for the student but that is appropriate given the nature of the allegation.

At the meeting or hearing, the decision-maker must explain the purpose of the meeting or hearing to the student and confirm the allegation against the student and the possible outcomes.

The decision-maker may ask questions of the student.

7.4 Plagiarism, Cheating and Colluding

The student must be given the opportunity at the meeting or hearing to respond to the evidence against them and to ask questions of any witnesses present at the meeting or hearing.

The decision-maker must consider all evidence and submissions carefully, including the student's response, and whether the allegation (and the student's defence) is supported by evidence that is relevant and credible.

The decision-maker must consider all relevant factors and no irrelevant factors.

The decision-maker must decide on the balance of probabilities whether the allegation(s) can be proven – the allegation does not have to be proven beyond reasonable doubt.

The decision-maker must decide, in relation to any allegation(s) found to be proven, whether a penalty should be imposed, and, if so, what penalty is appropriate.

Possible penalties could include:

- A verbal or written warning
- Detention or suspension
- Refusal to consider the student's work but an opportunity for the student to resubmit the work if there is sufficient time before the due date for submission of results according to the VCAA schedule
- Refusal to accept the part of the student's work found to have been completed in contravention of VCAA rules and a subsequent determination of the appropriate result for the relevant outcome forming part of the VCE unit
- Refusal to accept any part of the work, awarding an N for the outcome

The decision-maker should inform the student of the decision and any penalty to be imposed at the meeting or hearing, and of the student's right to appeal the decision to the VCAA in accordance with section 2.5.21 of the Education and Training Reform Act 2006 (Vic). The decision-maker should keep accurate records of their decision, the reasons for their decision and the penalty imposed, to enable the school to confirm these matters in writing.

After the meeting or hearing, the school must write to the student to confirm:

- The findings of the decision-maker in relation to the allegation(s) against the student (setting out each allegation and corresponding decision)
- The reasons for the decision on each allegation, and the supporting evidence
- Any penalty that will be imposed
- Information about the student's right to appeal to the VCAA under section 2.5.21 of the Education and Training Reform Act, including that the appeal must be lodged with the VCAA no later than 14 days after the student receives written notice of the decision from the school.

The school should retain all material related to the allegation in case the student wants to appeal a decision.

If the student's work was accepted for assessment and a breach of VCAA rules was discovered after the work had been assessed, the penalty should be applied and, if necessary, the student's records adjusted. For example, the original outcome result may change from an S to an N. If an N is awarded for an outcome, an N will be awarded for the unit concerned.

Similarly, the detected breach of VCAA rules may result in a score change. This score change should be communicated to the VCAA through the completion of the Score Amendment Sheet.

Other outcomes may be appropriate if, for example, the breach of VCAA rules relates to the student's conduct in disrupting a school-based assessment task conducted under test conditions.

7.5 Special provisions and special exam arrangements

Applications for special provisions and special exam arrangements for Unit 1 and 2 coursework and assessments are managed by the VCE Coordinator in conjunction with the Inclusion Leader, Year Level Leader and Head of Year. For Unit 1 and 2 decisions around special provisions and special exam arrangements are confirmed by the school.

Applications for special provisions and special exam arrangements for Unit 3 and 4 coursework and assessments are submitted to the VCAA via the VCE Coordinator. Decisions for special provisions and special exam arrangements are made by the VCAA and are communicated to the student through the VCE Coordinator. The VCE Coordinator is responsible for communicating these special arrangements with the student and family.

7.6 Derived Exam Scores

During the examination session, students may be required to apply to the VCAA for a derived exam score. An application for derived exam score would be appropriate for (but is not limited to);

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

Students will need to discuss their application with the Head of Year - Year 11 and 12 and the VCE Coordinator. Please note that students will need to provide appropriate documentation to support their application (e.g. medical certificate).

7.7 Application for an extension for a SAC/SAT

Applications for an extension for a SAC / SAT are to be made by collecting an application form from the Year Level Leader or Head of Year.

7.8 SAC Reschedule

Students who need to have a SAC rescheduled will be assigned to a 'SAC Reschedule' session via compass. A compass notification will be sent to the student and parent/guardian confirming this. If possible, this will be verbally communicated with the student by the classroom teacher. Students and parents/guardians must be given 24 hours notice prior to being allocated into a SAC reschedule session. If students are absent from a SAC reschedule with an approved absence they may reschedule. If they are absent with an unapproved absence they may receive an N for the unit.

7.9 Unscored VCE Pathway

Year 12 VCE students may elect to complete an unscored VCE. This will require the student to submit school-based assessments for satisfactory completion of units but they will not be assessed for levels of achievement in the study. They will not sit examinations other than the General Achievement Test (GAT) and will not receive an ATAR score. If successful, they will receive their VCE certificate. Please be advised, the absence of an ATAR may impact on pathways such as direct university entry.

To pursue this pathway, a student is required to:

- Collect an application form from the Head of Year - Year 11 and 12
- Discuss this pathway with their parent(s)/guardian(s)
- Organise a meeting with a member of the Pathways team
- Submit the completed application form to the Head of Year - Year 11 and 12

No students will be confirmed as completing an unscored VCE prior to the beginning of Unit 4 unless discussed during a SSG meeting.

At the beginning of Unit 4 the Head of Year - Year 11 and 12 and the Year 12 Year Level Leader will discuss this application with the student. Following this discussion, the parent/guardian will be called to confirm the application and implications for an unscored VCE pathway, or to book a meeting with the careers/pathways team to further discuss this application.

Once a student is confirmed as completing an unscored VCE they are required to:

- Meet the requirements of satisfactory completion of the VCE
- Complete all SACs in conditions that are stipulated by the classroom teacher complete all coursework
- Maintain 90% attendance

If a student fails to meet any of these requirements they are at risk of not being successful in completing their VCE.

7.10 Authentication of Student Work

Students are required to ensure that the work submitted as coursework and for school-based assessments can be authenticated. Teachers may consider it appropriate to ask students to demonstrate their understanding of a task around the time they submit their work. If students cannot satisfactorily demonstrate their understanding, then this may be considered as a breach of rules and an investigation may follow.

To avoid issues with authentication, it is recommended that students:

- Maintain 90% attendance
- Submit coursework on time
- Sit SACs in scheduled class time (unless there is an approved absence)
- Adhere to the assessment conditions as stipulated in section 7.3 of this handbook

8.1 Early Start Program

In term 4 of each year, Year 10 and Year 11 students will undertake an Early Start program.

This will involve:

- Year 10 students begin their Unit 1 studies for 2 weeks in their final 2 weeks of their schooling year
- Year 11 students begin their Unit 3 studies for 2 weeks in their final 2 weeks of their schooling year

Knowledge and skills covered during the 2 week Early Start program is eligible to be assessed on school-assessed coursework and may not be re-taught at the beginning of the academic year.

8.2 Study Sessions

If a student does not have a scheduled class they will be allocated into a 'study session'. Please see requirements for study session attendance below:

Year 12 Students - all Year 12 students are required at all of their study sessions for term 1 of the academic year. Students who are meeting the attending requirement of 90% will be approved to sign-out when their study session(s) coincide with the end of the school day. All other study sessions, including those at the beginning of the school day, are required to be attended. Students are to sign-in for their study session with Becky Roberts in S209.

Year 11 Students - all Year 11 students are required at all of their study sessions throughout the academic year. This includes those at the beginning and the end of the school day. Students are to sign-in for their study session with Becky Roberts in S209.

Note: Students studying an external VET class will have no classes for session 1 Monday, session 4 and 5 Wednesday, and session 5 Friday. These students are not required at school during these times.

8.3 iThrive Program

As part of the iThrive program, students will learn about our College values of respect, resilience, relationships and responsibility. They will also learn important study skills, participate in a respectful relationships program and work through careers-related activities and information sessions.

8.4 Domain-Based Support Sessions

As part of support from each domain area, subject teachers of specific VCE or VCE VM subjects may offer regular support sessions. These may run at regular times, for example Tuesday from 3:15pm until 4:15pm, or they may run at specified times in the lead-up to assessments or exams.

8.5 Practice Exams/Revision Sessions

Students studying Unit 3 and 4 English will complete a practice exam which is externally marked by an experienced VCE English assessor as part of their preparation for their Unit 3 and 4 exam. Other subjects may offer revision sessions during the term 3-4 school holidays to support students to thoroughly prepare for their examinations.

8.6 Virtual School Victoria/Victorian School of Languages

Students have the opportunity to apply to complete a subject at either Virtual School Victoria (VSV) or the Victorian School of Languages (VSL). This opportunity is available to students requesting to undertake a subject which is not offered at Hazel Glen College. The Pathways and Career Education Instructional Leader will support students to complete the enrolment process.

Virtual School Victoria (VSV) is a government school which provides students with an opportunity to complete subjects that are not offered at their home school or not available due to timetable clashes or other issues.

The Victorians School of Languages (VSL) is a government school with a strong history of commitment to the provision of language programs for students who do not have access to the study of those languages at their home school. VSL's language program is delivered through face-to-face teaching in language centres across the state and through Distance Education.