



LYNDHURST
SECONDARY
COLLEGE

SENIOR SCHOOL HANDBOOK

2024

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It is the professional responsibility of each teacher to access the current Study Design, amendments, and "VCAA Advice for Teachers and Assessment Handbooks available at <https://www.vcaa.vic.edu.au/curriculum/vce/vce-study-designs/Pages/vce-study-designs.aspx> and <https://www.vcaa.vic.edu.au/curriculum/vcal/vcal-curriculum/Pages/Index.aspx>. Teachers are encouraged to participate in regular Professional Learning and to liaise with Teacher Networks to enhance their knowledge of their subject content and assessment and to seek guidance from the Senior School Team when issues arise.

Moderation and Assessment Consistency: When multiple classes run during a school year, all assessment tasks and coursework must be moderated. **Moderation between multiple classes should include a blind marking process to ensure consistency for cross-marking.** This moderation is essential, particularly in Units 3 & 4, to ensure that teachers can create an accurate rank of student school-assessed results to statistically moderate to an accurate bell curve. Teachers must ensure that all students are treated fairly and consistently, particularly in the case of assessment activities and tasks. Under no circumstances where multiple classes for a subject exist should there be different arrangements between classes. This includes the actual task, the time allowed for the task and the date/s of the task (as set out in the SAC Calendar). Where possible, where multiple classes for a subject exist, SACs can be scheduled for a Wednesday afternoon or during a whole year-level study period in timed, exam conditions. *Assessment task dates cannot be changed without a prior discussion with the Sub-School Leader and a letter/notification must be given to students outlining the new arrangements. This should only occur due to unforeseen or unavoidable circumstances. For subjects with a single class, it is recommended that teachers partner up with a teacher from another school who is running that subject to ensure that accurate assessment is occurring.*

Feedback: It is the responsibility of the teacher to ensure that work is assessed and returned to students in a timely manner (within two weeks from the date of the task) with constructive, qualitative feedback for students to improve their understanding. Where work is moderated, individual teachers cannot make comments about the marks given (or in some cases how these marks might have changed) by the group or individuals within the teaching team.

It must also be noted that in Units 3 & 4 SAC marks are NOT final as coursework scores are subject to Statistical Moderation by the VCAA and therefore may change. Classroom teachers should not disclose marks until after the moderation process has taken place. Marks for School Assessed Coursework (SACs) in Units 3 & 4 will not be disclosed until assessment has been confirmed by VCAA and the results are forwarded to the school by VCAA.

Accurate and timely reporting to VASS: All teachers need to meet the deadlines for marks and S and N or competent results as required by the school and VASS. Late results may mean that the school is required to meet additional payments.

Absences: Absences due to illnesses and other serious circumstances are clearly outside the control of teachers. Where possible student work / tasks / activities should be uploaded to Compass or passed onto the Learning Area Leader in an effort to support students in their learning program.

CLASSROOM EXPECTATIONS

Overview: All teachers are committed to working in teams that prepare students for academic success. At LSC we are guided by evidence that links establishing high expectations for our students, with directly and positively impacting their motivation to learn, their self-esteem and self-efficacy. Consequently, we are strengthening our student's ability to be successful and resilient. Resilience is evident when students persist and strive to achieve goals in spite of setbacks, obstacles and disadvantage. Student success is impacted upon by consistent practices and the positive partnership created between the College, the student and their families.

Teachers should be prepared to deal with students within the classroom who display the full spectrum of application and engagement levels. This will range from those students who are self-directed, ready to work and fully motivated to those students who are not. However, at LSC all VCE and VCE VM teachers need to set high expectations and support all students to succeed at their highest level. As part of the role and responsibility of a teacher it is necessary for teachers to plan classes and activities that cater for a range of student learning preferences and abilities. This includes following up with students, contacting parents/carers and the Senior School Team if there are serious concerns about progress or prolonged absences.

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

- Checking VCE and VCE VM students are prepared for each class with the correct equipment for classes, including books and fully charged and functioning laptops
- Checking that set homework tasks have been completed as directed
- Checking that set outcome tasks have been completed as directed
- Encouraging active participation in all learning activities in the classroom
- Supporting students to develop their self-efficacy towards completing tasks independently
- Referring students to Wellbeing, Careers and the Senior School Team before issues escalate
- By enforcing school policies, including expectations around attendance and uniform in all classes, when they are representing the school or in the yard
- Communicate with students, sub-schools and caregivers when requirements are not being met

VCE / VCE VM teachers need to be aware of all VCAA Guidelines and Expectations. When uncertain of the Guidelines the teacher must seek support from the Senior School Team.



Statement of Commitment

During Commencement each student and their parent/carer will be provided with a “Statement of Commitment” (refer to Appendix 1). This Statement of Commitment outlines the learning behaviours that are required by a student to ensure that they can attain successful outcomes to the best of their ability. The learning behaviours are also specifically directed in ensuring that they are well-prepared to meet the challenges of their adult working life.

Students at Lyndhurst Secondary College are expected to make the most of the educational opportunities available to them, so students must:

- Abide by VCAA rules governing all assessment tasks
- Always show respect to all members of the college staff and community
- Behave in an appropriate manner at all times
- Accept the consequences if they breach rules

Lyndhurst Secondary College students need to be committed to achieving their personal best and will:

- Complete holiday homework as directed
- Keep up to date with set learning tasks
- Submit work on time
- Prepare for and complete scheduled SACs when required (including after school hours)
- Attend before and after school revision sessions relevant to studies

Students are required to demonstrate that they can take on the responsibilities associated with the privileges that are afforded to them, so they need to:

- Abide by the school Attendance and Assessment Policy
- Abide by the School Uniform Policy
- Attend all scheduled classes on time
- Not leave the school grounds during the school day
- Complete all set required coursework, Hurdle Tasks outcome work, SAT's, SAC's and examinations.



Student records

The **Student Full Details Report** on VASS is the key report for checking students' personal details and enrolments. As part of the school's audit procedures, this report must be printed and given to students for checking and signing at the beginning of the academic year, and always when changes have been made to either a student's personal details or enrolment details.

VASS-generated class lists should also be produced and handed to class teachers at the beginning of each unit. Class teachers should confirm the list against the students they are teaching. When a student's enrolment changes, the relevant class lists should be produced and given to the class teachers for signing to confirm acknowledgement of the changes. These audit procedures are essential for ensuring the accuracy of students' personal and enrolment data.

VCAA requirements for satisfactory completion of the VCE VM

The Victorian Certificate of Education Vocation Major (VCE VM) is a hands-on option for students in Years 11 and 12. The VCE VM gives you practical work-related experience, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work.

This program equates to three days at school, one day of VET and one day of Structured Workplace Learning (SWL). This is explained by the Sub School Team and VCE VM Co-ordinator during the orientation process. Apart from this, **normal school policies apply to VCE VM students as far as attendance, expectations of adherence to school rules, authentication and enrolment are concerned. VM Students are also required to meet the 90% attendance requirement.**



VCAA requirements for satisfactory completion of the VCE

The minimum requirement for satisfactory completion of the Victorian Certificate of Education is 16 units which must include:

- Three units from the English group, including both Unit 3 and 4
- At least three sequences of Unit 3 and 4 studies other than English, which may include any number of English sequences once the English requirement has been met.

The Victorian Tertiary Admissions Centre (VTAC) advises that for the calculation of a student's Australian Tertiary Admission Rank (ATAR), satisfactory completion of both Units 3 and 4 of an English sequence is required.

Lyndhurst Secondary College requirements for satisfactory completion of the VCE

At Lyndhurst Secondary College, Year 11 students are required to study 10 units (five subjects) unless an alternative program has been negotiated (e.g. 3 year VCE)

:

- 5 x Unit 1 and 2 studies; or
- 1 x Unit 3 and 4 study and 4 Unit 1 and 2 studies (or other combination within);

Year 12 students are required to study 10 units (five subjects) unless an alternative program has been negotiated (e.g. 3 year VCE)

- 5 x Unit 3 and 4 studies.

If students are successful in receiving an S across the 2 (or 3) year program for each of their units, then they will have a total of 20 units towards their VCE.

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

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

VCAA requirements for satisfactory completion of the VCE VM

To get your VCE Vocational Major, you must successfully finish at least 16 units. These will include units in:

- VCE VM Literacy or VCE English
- VCE VM Numeracy or VCE Mathematics
- VCE VM Work Related Skills
- VCE VM Personal Development Skills
- VET at a Certificate II level or above (180 nominal hours)

A VCE VM program must include at least 4 unit 3&4 sequences in their 16 units. 1 sequence must be in Literacy or English

Many VCE Vocational Major students also add other VCE studies to their program.

Students enrolled in studies external to Lyndhurst Secondary College are expected to comply with these requirements. Any variation to this must be approved by the Senior Sub-School Leader and be related to the specific needs of the individual student.

Meetings will be conducted with students and families throughout the year to suggest the best pathway based on individual students' results and/or health.

Study Scores and ATAR calculations

VCE Study Score

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 Victorian students completing the subject within VCE. The score for the student's class work and exams are summed and then ranked. For example, if 1500 students are completing English, then students will be ranked from 1500 down to 1. If 3 students get the top mark, then they will get the ranking of 1500, and the next student will be ranked 1497 and so on.

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

Australian Tertiary Admittance Rank (ATAR)

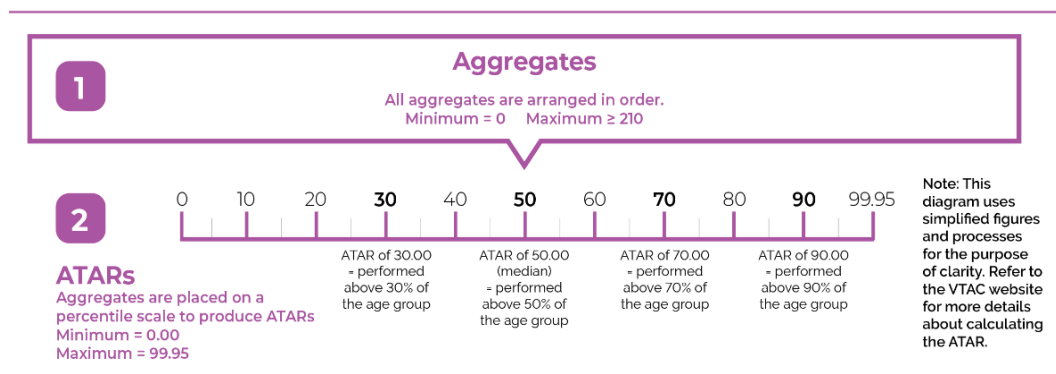
The Victorian Tertiary Admissions Centre (VTAC) will receive results from the Board of Studies. VTAC will use these scores to determine the ATAR for each VTAC applicant and the applicant will be notified of that ATAR by VTAC at the same time as the applicant receives their scores from the VCAA.

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

Calculation of the ATAR

Your ATAR is developed from an aggregate produced by adding your results for up to six studies, with a minimum requirement of 4 sequential Unit 3/4 subjects. The 4 subjects that contribute to the minimum ATAR is called the Core Four:

- The scaled study score in English, EAL or Literature.
- The next best three-scaled study scores permissible
- 10% of any fifth and/or sixth permissible subject scores that are available (called increments)
- VET subjects can be used to create a score or as a 10% incremental increase
- If you have more than six results, the six permissible results that give the highest ATAR is used.





ASSESSMENT OF SATISFACTORY COMPLETION OF UNITS. All satisfactory results are dependent on the student meeting the College attendance requirements.

2.1 Satisfactory VCE Unit Result

For Satisfactory completion of a Victorian Certificate of Education (VCE) or VCE Vocational Major (VCE VM) unit, students must demonstrate their achievement of the set outcomes as specified in the Study Design.

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

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

2.2 Not Satisfactory VCE/VCE VM Unit Result

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

- The student has not completed the outcome work (and/or redemption work) to a satisfactory level that demonstrates their key knowledge and skills of the outcome.
- The work cannot be authenticated, for example through lack of attendance.
- The work cannot be authenticated due to a substantial breach of rules (*refer to plagiarism, cheating and colluding*).
- The student has failed to adhere to set deadlines including if an extension of time has been granted for any reason, including special provision. and/or redemption of outcomes (outlined on page 10 3.1 Eligibility and process of redemption)

2.3 Students at Risk of a Not Satisfactory VCE/VCE VM Unit Result

If a teacher believes a student is at risk of not being able to achieve a satisfactory result for an outcome and unit they need to action the following steps:

- Discuss their concerns with the student individually and reinforce their expectations.
- Discuss the implications of receiving an 'N' result for an outcome at VCE/VCE VM.
- Issue a compass notification using the relevant template to student and family of the academic risk
- Continue to issue compulsory academic support sessions to assist students in completing course requirements and to provide more one-to-one support to further students understanding of key concepts.
- Contact the student's parent/carers to discuss that their child is at risk of failing the outcome.



REDEEMING OUTCOMES

3.1 Eligibility and process for redemption

Students can be assessed in a variety of ways to satisfy the teacher that they meet the outcomes for a unit. Outcome Tasks should be used to ***enable a student to demonstrate that they have met the Key Knowledge and Key Skills for each Outcome***. The original result for the outcome will remain and be reported on, however the redemption will allow the student to achieve a satisfactory result. **Classroom teachers are expected to inform parents and Senior Sub School Team promptly when they have concerns as to the academic progress of a student in VCE. A phone call home and a follow-up email that outlines the work requirements is the preferred method. Staff are also required to record this under parent communication on compass.**

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

Redemption Process:

- Teacher to make a Compass Notification "Failed SAC Notice"
- The teacher must provide the student with the copies of the work or details of the redemption task and contact the caregivers. Teachers must provide students with verbal notification of the 'N' result and provide feedback that clearly outlines what improvements need to be made and how students can achieve this in order to achieve a satisfactory outcome.
- A redemption period of no more than 2 weeks is to be set in which students can make multiple submissions for feedback in order to meet the outcomes.
- Teachers are permitted to assist a student during a redemption task in order to establish the student's degree of understanding.
- If a student meets the requirements of an S within the period, the teacher must notify the student and note this on the original Chronicle post.
- If a student does not meet the requirements of the redemption task the teacher must inform the Senior Sub School Team.
- Students must be notified if they receive an N.
- The Team Leader or Sub School Leader will then call parent/caregiver to notify them of N result and the implications of the result.
- If a student receives an 'N' result for an outcome and therefore the unit, it is important that teachers maintain academic expectations within the classroom. Students must still complete course work, outcome tasks and the SACs for any subsequent outcome. An academic conference is to be held to determine if the student shall progress with the subject.

3.3 Style of redemption task

Students are still required to demonstrate key knowledge and skills in assessment criteria through the redemption task. When deciding on a redemption task, the teacher may consider other work relating to outcomes undertaken and submitted by the student for the unit if it demonstrates their understanding of the outcome. This work may include: class work or homework, a discussion with the student or an additional task agreed upon by the subject teacher.

3.4 Satisfactory and not satisfactory result upon redemption

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

Under very unique situations, the Senior Sub-School Leader may offer a student a second redemption. The decision to offer a second redemption will be made by the Senior Sub-School Leader in consultation with the classroom teacher.

3.5 Hurdle Tasks

Hurdle Tasks are designed to assess the ongoing readiness of students' prior attempting a SAC. A hurdle task should be completed two weeks prior to a SAC to allow timely feedback to the student. A hurdle task is designed to mirror aspects of the SAC to allow the student and teacher to determine the strengths and weaknesses of the student prior to the outcome.

A hurdle task must be completed by a student prior to sitting for the SAC.

Hurdle tasks can be completed as in class assessments or as take home assessments, they should be closely tied to the key skills and key knowledge of the outcome. A minimum of one hurdle task prior to the outcome should be completed.

A hurdle task is considered a cornerstone of the SAC preparation process. Multiple classes of the same subject should complete the same hurdle task in the same period of time.

School Assessment: School based assessment School-assessed Coursework (SACs)

Teachers must develop courses that include appropriate learning activities to enable students to demonstrate achievement of outcomes. When developing SACs and SATs, teachers need to ensure that the task allows enough scope for the highest-achieving students to show their full range of knowledge and skills. The VCAA uses the external exam results to adjust the school assessment marks accordingly. The student who received the highest rank in the school assessments will be given a moderated assessment mark that is equal to the highest exam mark obtained in that subject at the College. Therefore, it is of importance that students are ranked correctly and there is no tie between students in the ranking.

SAC will, where possible, be conducted outside normal teaching hours. If a SAC design requires the use of particular faculties or sequential sessions this can be completed in class.

The SAC days for Unit 3 and Unit 4 subjects will be Monday 3.20 onwards and Friday 1.40 pm onwards.

The SAC days for Unit 1 and Unit 2 will be Monday 3.20 pm onwards and Wednesday P4 onwards.

Further to this SACs must be placed on the whole school schedule at a minimum of 2 weeks prior to sitting. This SAC schedule will be approved by the Senior School Team and staff notified of the approval.



4.1 SAC Supervision Process

Prior to the SAC: Staff are responsible for printing the SAC and attendance list. The SAC papers are to be submitted to the SAC supervisor 24 hours prior to the scheduled SAC. If the papers are not submitted the SAC cannot be held.

The SAC supervisor will ensure that Lyndhurst Secondary College assessment protocols will be followed during the assessment.

The SAC supervisor will collect the SAC after the SAC, it is then the responsibility of the teacher to collect the SACs from the following day from the SAC supervisor.

4.2 School-assessed Tasks (SATs)

The due dates for SATs must also be included in the SAC schedule.

Teachers must ensure that there is a sufficient range of topics within their class to distinguish a student's work.

Teachers must monitor and record each student's development of work, from planning and drafting through to completion of the assessment task. This is to be monitored through the use of a subject specific 'School-assessed Task Authentication Record' form (*see Appendix 3 for a subject-specific example*). This requires regular sightings of the work by the teacher. Please note that these forms are different for each subject and it is important that teachers read the provided information regarding subject specifications on the VCAA website. Observations of individual work done in class should be recorded. The teacher and student must sign and date each recorded observation. The teacher will only assess the work that has previously been authenticated in class as documented within the Authentication Records form.

If the folio is not submitted and work can't be authenticated the folio will be given a '0' result and an 'N' (Not Satisfactory). This will result in an 'N' for the overall outcome, and therefore an 'N' result for the Unit. If the SAT folio is unsatisfactory, however, the student completed all work requirements, and met all the key skills and assessment criteria, the student will be given an 'S' for the unit outcome and their original score will remain.

4.3 SAC/SAT Authentication

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

4.4 Avoiding authentication problems

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

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

4.5 School-assessed coursework completed outside of class

Students must sign a VCAA provided authentication record (*see Appendix 4*) for work done outside class when they submit a completed task.

A SAC/SAT must be submitted between Monday-Friday with 4pm being the latest deadline permitted. Students are permitted a 30-minute submission buffer e.g. to accommodate for any technical difficulties.

4.6 Scheduling Assessment Tasks

Students must be clearly informed, in advance, of all assessment dates. VCE teachers are required to notify the Senior Sub-School before the beginning of each school year of their planned assessment dates. This information is then collated through the SAC assessment calendar. Teachers also need to ensure that the conditions under which assessment tasks are conducted, including resources permitted are communicated to students.

4.7 Rescheduling an assessment task for an entire class

If a teacher wishes to reschedule an assessment task or provide an extension as a result of students not being given appropriate time to undertake or complete the school-assessed coursework or if a SAC date needs to be altered, this must be discussed with the Senior Sub-School Leader. In circumstances where this extension has been approved, teachers are required to verbally notify students a week in advance so no student in the class is advantaged or disadvantaged.

4.8 Rescheduling an assessment task for an individual student

An extension of time for an individual student should be granted only in special circumstances. Students wishing to apply for an extension of time must collect, complete and submit an application form (*see Appendix 8*) to the Senior Sub-School Leader a minimum of 24 hours prior to the assessment. Students granted an extension of time must complete the SAC within a week of the original assessment date under the supervision of the Subject Teacher.

4.9 Moderation of School Assessed Coursework

Moderation is the practice of teachers or students sharing and developing their understanding of what learning looks like by examining examples of different types and quality of students' work and comparing these with formal standards and success criteria

Moderation is important in VCAA as it promotes

- the development and use of consistent assessment practices across classrooms and teachers
- the development of metacognitive and self-regulation skills to enable students to monitor and lead their own learning.
 - Fair and accurate measurement of the learner and cohort progress
 - Accurate indicative grades and date submitted to the VCAA

Moderation Process

- Teachers bring examples of previously marked work (e.g. 3 pieces of work graded High, Medium and Low) to a team meeting.
- Using rubrics teachers blind mark examples of student work. Teachers then offer reasoning for results in I wondering statements
- Teachers reflect on moderation process and allocate grades accordingly, this may include the moderated samples as well as other students in the class. This may involve altering the marks of students

Benchmarking: Staff agree on the expected quality of the summative assessment. This involves examining an exemplar and determining the expected qualities of a final product.

Moderation: Staff meet prior to assessing to agree on the expected qualities of each level of the rubric/test. Staff mark the same selection of work samples and discuss where each one sits on the criteria.

Cross-marking: Staff meet after assessing work and swap selected work samples to check for consistency of judgment.

Blind marking: The second marker assesses the work independently without knowledge of the student or the previous assessment made.

4.10 Additional VCE Requirements

VCAA stipulate that schools with five or less enrolments in any VCE Unit 3-4 study must form a partnership with another school to ensure curriculum provisions and the integrity of assessments is upheld. (Once schools have formed partnerships, the details must be provided to the Sub School Team and VASS coordinator. This will then be loaded to VASS and approved by the Principal of each school. *Subjects with more than one class should meet to establish a rank and avoid students receiving the exact same rank.*



Special Provisions within the VCE/VCE VM

5.1 Special Provisions

Special Provision is designed to allow VCE and VCE VM students who have experienced hardship the maximum opportunity to demonstrate what they know and what they can do. There are four forms of provision...

- Curriculum Delivery and Student Programs,
- School based assessment,
- Special Examination Arrangements and
- Derived Exam Scores for VCE.

In each case there are special eligibility requirements that apply. For the first two, the school determines what is suitable, while the school applies to the VCAA for the second two.

Grounds for claiming Special Provision include the following:

- Significantly adversely affected by illness (physical or psychological), personal or other serious cause.
- Disadvantaged by a disability or impairment, including a learning disability and hearing impaired.

Special Provision strategies used to enable students to address their issues include:

- Allowing the student to complete at a later date.
- Allowing the student extra time to complete a task.
- Setting a substitute task of the same type.
- Replacing one task with a task of a different kind.
- Using another planned task to assess more outcomes or aspects of outcomes than originally intended.
- Using technology, aides or other special arrangements to undertake assessment tasks.
- Deriving a score from other assessments or tasks completed by the student when none of the above options are feasible.

If you feel you deserve the considerations of Special Provision, complete a *Special Provision Applications* (these can be obtained from the sub-school office). The relevant subject teacher, team leader and/or Senior Sub School leader can help you to do this, so please ask for assistance. **The form should be handed in to the Sub School Leader for consideration.**

Special Provision arrangements are particularly important for students completing VCE Unit $\frac{3}{4}$ studies, as special examination arrangements can be requested. Any such arrangements are approved by VCAA – not the school. The closing date for applications is quite early in the school year, so students should apply as soon as possible.

School based applications for all coursework and Unit 1 and 2 exams will be dealt with by the appropriate Team leader and the Senior Sub School leader and, if granted, the student's teachers will then be advised of the strategies they may wish to take to provide consideration.

External applications for Special Examination Conditions and Derived Scores will be completed by the VCE student with the assistance of the Senior Sub School Leader, before being forwarded to the VCAA. Applications need to be in by Friday the 1st of March 2024.

5.2 Internal and External Special Provision

Teachers are not to grant students any form of special provision without this being approved by Senior Sub-School Leader.

Students who have been granted internal Special Provision will work with the Senior Sub-School. For VCE external assessments, the VCAA is responsible for determining eligibility and for granting provisions in the form of Special Examination arrangements and the Derived Examination Score. Students who have not previously received internal provisions may still apply for external provisions with VCAA.

5.3 Eligibility for Special Provision

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

- An acute or chronic physical or mental illness.
- An impairment or disability, including a learning disorder.

If a student is granted either internal or external Special Provisions, teachers will be notified by Senior Sub-School appropriate modifications that need to be made to student learning.

5.4 Derived Examination scores

During the examination period, students may apply, to VCAA through the Senior Sub-School Leader, for a derived examination score. Students eligible for a derived examination score would include but is not limited to:

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

Students wishing to apply for a derived exam score will need to provide documentation from an appropriate professional (e.g. doctor) that supports their claim.

5.5 SEAS (Special Entry Access Scheme)

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

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

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



Plagiarism, Cheating and Colluding

6.1 VCAA Guidelines

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

If a student is undertaking an assessment under test conditions as a SAC they must comply with VCAA examination rules (see *Appendix 6*).

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

6.2 Suspected plagiarism, cheating or colluding

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

Students may be required to:

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

6.3 Actions required

If a VCE/VCE VM student is found by the Subject Teacher to have plagiarised, colluded, or procedures outlined in the VCAA handbook must be followed. The following steps are to be actioned as per the policy:

- The student will be interviewed by the Subject Teacher and the Subject Teacher will record the incident onto Compass Chronicle as Plagiarism Notification (VCE/VCE VML). An electronic letter and SMS will automatically be sent to inform the parent/carers. The subject teacher should also call the parent/carers to explain the incident.
- The student will be interviewed by a panel with the purpose of gathering the facts of the incident. The panel will include the Subject Teacher or the KLA Leader, the Team Leader or Sub School Leader, and the College Principal.

6.4 Possible Outcomes

- The student may be allowed to resubmit or resit a SAC/SAT and the task will be graded.
- The student may be allowed to resubmit or resit the SAC/SAT but they will receive an official mark of 'UG' (Ungraded) or 0 for the SAC/SAT. The student can still achieve an 'S' result for the Unit.
- The student may be awarded an N for the outcome, therefore obtaining an N for the unit.



UNSCORED PATHWAY

7.1 Unscored Pathway

Students who wish to obtain their VCE Certificate but do not wish to acquire an ATAR for entrance into tertiary education, may choose to undertake an 'unscored' VCE pathway. There is an option to go unscored in single subjects a study score is not required for that subject. However, the student must still meet the minimum 4 scored subjects to receive an ATAR.

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

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

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

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

7.2 Eligibility for an unscored pathway

A Year 12 student who would like to complete an unscored pathway must undergo a careers counselling process with the Careers Team or Sub School Team member. Once careers counselling has concluded and it is deemed that the student has genuine reasons for pursuing an unscored pathway, both the student and parents/carers will be required to attend a meeting with a member of the Senior Sub-School. All parties must reach agreement and sign the appropriate documents. The Senior Sub-School will then notify the VASS coordinator and subject teachers.

7.3 Not satisfactory result for units

In the event that a student has failed to meet the VCAA and Lyndhurst Secondary College assessment in different subjects, a program review will occur in which an unscored pathway will be discussed.

Students will be required to undergo a careers counselling process with the Careers Team. The student and parents/carers will be required to meet with a member of the Senior Sub-School to discuss this.

7.4 Student expectations

Students must still meet the same requirements as scored students in order to obtain a satisfactory result for an outcome and the overall unit of study.

A student who does not meet these requirements will receive an 'N' result and may be ineligible to successfully complete their VCE.

7.5 Teacher Expectations

Unscored students have elected not to take exams. Therefore, unscored students' assessments must reflect the needs of the student. It is not advisable to have unscored students complete timed assessments however the work must be of a comparable degree of difficulty and content. This could include things such as take home exams conducted over night, open book assessments, work portfolios using the same questions as the scored students.



ATTENDANCE REQUIREMENTS

All students enrolled in a VCE/VCE VM program in Senior School are required to have a 90% attendance in all subjects unless reasonable and valid grounds exist for them to be absent.

At the discretion of the Principal, or Senior Sub-School Team, there may be unique situations where attendance is approved outside of the Lyndhurst Secondary College Attendance Policy.

8.1 Attendance calculation

Students are expected to attend over 90% of timetabled classes and SACs.

8.2 Monitoring Attendance

Classroom teachers and the Senior Sub-School Team aim to keep students informed when their attendance is becoming a concern.

The Senior Sub School Team will enter all notes and certificates on Compass so that all records are up to date and accurate for Classroom Teachers, Attendance Officers and Sub School team to view.

The Senior Sub School team will maintain an attendance log, regularly reviewing the attendance for all students in each year level. Student's whose attendance is dropping below 90% will be met with and be required to attend redemption time.

Redemption hours can be banked during the year for use. Redemption hours can be gained through the following activities

- Remaining at school on early dismissal days
- Attending before/after school sessions
- Attending on pupil free days

Attendance letters will be generated and posted home at the end of each term.

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

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

If a student has below 90% attendance in a subject/unit and they have not participated in any redemption time, then they must be given an 'N' result for that subject.

The Classroom teacher is required to communicate this 'N' result to the student's parent/carers via a Compass notification and a phone call for this 'N' result.

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

Attendance Expectations

8.4 Parent/Carer Expectations

Parents/Carers of students who are absent are required to phone the school or log the details on Compass before 9:30am to explain their child's absence.

If a student is absent and the school has not been previously notified, a daily SMS message will be sent at 9:30am in an attempt to contact parents. Parental approval notes are recorded as Not Present (parent explained), and is not an approved absence and therefore will count towards unapproved attendance.

8.5 Student expectations

It is the student's responsibility to catch up on any work missed as a result of an absence.

It is the student's responsibility to ensure that they have over 90% attendance in all subjects/units. Students who miss a SAC due to illness are required to submit a medical certificate excusing the absence

8.6 Arriving late and leaving early

Students must arrive to school and class on-time. If students are late, they must sign in at the front office. If students are late to school without a valid reason they will receive an afterschool detention to be completed that day and if they arrive late to class without a valid reason they will receive consequences from the classroom teacher.

Students are not permitted to leave school grounds without permission regardless if they are 18 years of age and drive to school. Any student that does drive to and from school must provide the Senior Sub-School with their car model and license plate. Students who need to leave school early must provide a signed parent/guardian note, and where possible, evidence of the appointment. The students then must Sign out through the front office with the attendance officer.

8.7 Teacher Expectations

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

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

Approved Documentation

8.8 School approved documentation

For an absence to be 'school approved' students must provide the Senior Sub School team with the appropriate documentation. This includes a medical certificate, court notice or a funeral notice.

Please note that statutory declarations are not accepted as sufficient evidence for missing a formal assessment.

Absences

8.9 Absences due to illness

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

The Senior Sub-School and Attendance Officer will review this documentation and if valid, will approve this on Compass. Students who submit documentation that is not approved, will be informed by the Senior Sub-School team.

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

When a student has been absent from school for prolonged periods or has been unable to complete all school-based assessment tasks because of illness or other special considerations, in consultation with the Student, family and medical professionals the Senior Sub-School may grant special provisions.

8.10 Absences during a school-based assessment

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

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

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

When a student is absent for an assessment task (SAC or Redemption) and their absence has been approved, the teacher is to arrange an alternative time for this to be completed and record this as a "Re-Schedule SAC Notice" to inform both parents and student. If a student is absent on the day of a SAC catch-up or the Redemption and do not have appropriate documentation for this will receive an 'N' result for the outcome and unit.

8.11 Absences due to co-curricular activities

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

8.12 Absences due to a family holiday

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

If a SAC is scheduled to take place during their absence, this is to be rescheduled to an alternative date prior to leaving.

8.13 Absences due to cultural observances

Students are able to be absent from school for cultural observances, this should be recorded on compass by families under cultural observance not parent choice.

Students who participate in these cultural observances must bring a note from home explaining this. It must be provided to the Senior Sub-School team prior to the holiday in order for it to be school approved. Any notes that are received upon the student's return to school will not be accepted.

8.14 Absences due to bereavement

Students who are missing timetabled classes due to bereavement leave must notify the Senior Sub-School team. A member of the Senior Sub-School will contact the family to discuss the duration of the leave and the approval process for the leave.

The Senior Sub-School will then ensure a support plan is in place for this student upon their return to school.



VET or Vocational Education and Training studies are an expanding, integral part of broad stream VCE VM and VCE programs. Lyndhurst students undertaking VET may do so via study of the course at another school, or at a TAFE college or with a private provider. VET training courses are module based, and students work through the modules of competence at their own pace.

Each module must be signed off by the assessor once the student is able to exhibit competence with the skills involved in the module. When the required number of modules has been completed, the VCAA will credit the student with a VCE Unit. Credit will be granted for all modules that are completed. These are nationally recognised and may in the future provide credit to further TAFE studies.

VET scores can contribute towards a students' ATAR either by accruing an additional 10%, or by being graded themselves and becoming part of the normal ATAR calculation. **Normal school policies apply to VET students as far as attendance, expectations of adherence to school rules, authentication and enrolment are concerned.**

GENERAL STUDENT DECLARATION TO VCAA, 2024

Before undertaking any VCE or VCAL studies, the student must sign an agreement to abide by the VCAA regulations. This Declaration must be signed at the start of each year that a student undertakes a VCE or VCAL study. The declaration must also be signed by any students who are undertaking VET studies only. The school will provide students with a copy of the Student Declaration to sign.



Attendance:

9.1 Experience shows that one of the first indicators of a student being at risk is when he/she starts missing class. It's simple – you can't learn the course material unless you attend class. Make sure you attend class regularly – don't let absence from class become a problem.

Senior School students are expected to attend **ALL** timetabled classes, excursions, assemblies etc. Students are expected to be punctual. For an absence to be considered **approved**, you must provide a medical certificate or a parental note with an **acceptable** reason. Any other absence is deemed **unapproved**. In particular, absence for VCE School Assessed Coursework and assessment tasks has more stringent approval requirements, and requires a medical certificate. Absences due to family holidays needs to be approved prior to the dates, and school work will need to be collected from teachers and completed.

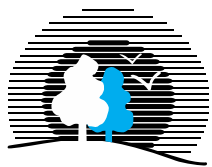
Students are required to provide a medical certificate or approved note to a Senior Sub School Leader for each absence that has been approved and must gain this approval within 48 school days of returning to school after the absence.

To pass a unit, Senior School students must not have more than **6 unapproved** absences, and no student may have **more than 15 absences of any sort** per unit. Please note that the 15 absence limit will be enforced strictly. **Students are at significant risk of failing VCE if they exceed this limit.**

9.2 Student Uniform

Students are required to be in uniform at all times over the course of the year. If a student cannot be in uniform, the sub school team will find uniform at the college for the student to put on. In the case that uniform is not able to be located for the student a pass may be written. Consistent breaches of the uniform policy will result in the senior school student being removed from class and potentially sent home.

Students are reminded that notes are *requesting* permission – please do not assume that permission to be out of uniform will always be granted given that is a clear expectation that students will wear the College uniform and thereby demonstrate commitment to belonging to the Lyndhurst community. Please see Student Uniform Policy for full details on Student Uniform.



10.1 Extension

A student may apply for an extension of time at the school level to complete assessment tasks, SACs or SATs by communicating a valid reason to the Senior Sub School. An extension will only be granted on the basis of a medical certificate or other convincing evidence of good reason, such as a death in the family, a family crisis, or having to represent the school or alternative body at an event. Where ever possible the extension request should be made prior to the due date.

Extensions require the completion of the SAC / SAT extension document (see appendix 8), to be approved by the Senior Sub School Team.



11. 1 Unit $\frac{1}{2}$ Assessment

The VCE is a two-year certificate where students must demonstrate a satisfactory level of achievement of subject outcomes. Some outcome tasks (known as SACs or SATs) are also graded (A+ - UG).

At Unit 1 and 2, teachers give School Assessed Coursework (SACs) and School Assessed Tasks (SATs) even though these are not officially reported to the VCAA, to ensure students are thoroughly and effectively prepared for the following year.

Course work requirements are additional tasks that teachers may require students to undertake to exhibit an understanding of a Learning Outcome, and these may or may not be graded.

11. 2 SACs and SATs – Unit $\frac{3}{4}$ Assessment

Unit 3 and 4 studies have a large component of their graded assessment based on exams.

The rest is based on assessed coursework (SACs) or tasks (SATs). Teachers select from the range of options for these as per the Study Design. Students will be clearly informed of the tasks they are required to undertake for each SAC or SAT by their classroom teacher.

11.3 What's an S, an N, an NA, and A+ - UG?

School Assessed Tasks/Coursework and work requirements use these codes to indicate the level of achievement to students on work submitted.

- Work or tests are graded from A+ to E if satisfactory, or UG if not.
- If not submitted by the due date, the item receives an NA, or Not Assessed.
- Work designated "UG" requires further work for a student to meet an outcome.
- Students do not always have to pass the end of Unit exam to gain an S, although this may be used on occasion by staff to allow a further opportunity to meet an outcome. It is certainly in their best interests to attempt to, however, as that is one of the first things employers look at.

To Summarise:

A+ to E = Assessed level of achievement

N = Outcome not exhibited and unit failure

S = Outcomes exhibited

UG = Work submitted on time but unsatisfactory in standard

NA = Work not submitted

Both NA and UG will result in an N unless redeemed by the student.

11.4 Presentation of SATs completed in Units $\frac{3}{4}$

Students will be provided with a clear outline of requirements for each SAT, together with progressive dates. You must maintain the timeline required, and exhibit your work a minimum of three times to your teacher during the development of the SAT or it cannot be authenticated and work submitted after the progressive due date may receive a score of zero

11.5 Due Dates:

If a student does not meet a due date for a deadline and has not been granted an extension, he or she may be required to attend an interview after which the consequences will be determined. This applies to both SAC and SAT components. All other work will receive an "NA", and will need to be redeemed in order to satisfactorily complete the unit.

If a student has a medically approved absence for either of the above, they will need to liaise with their classroom teacher and a member of the Senior Sub School Team to complete the assessment. The subject teacher will then consider whether the original task or a replacement task can be completed. If the absence was not approved then the student scores zero for the task, but will be granted a further opportunity to demonstrate the Learning Outcome as discussed under “Assessment”.



12.1 The GAT (General Achievement Test) – Tuesday 18th June 2024

The GAT is a test undertaken by all students completing any Unit 3/4 Studies, including VCE VM students. It is used as a checking tool in the statistical moderation of SACs, and in the generation of ATAR scores with indicative grades and class result profiles under Special Provision if students suffer illness or accident and can't complete exams effectively. Additionally, it is used to select classes of SAT results that are outside the expected performance levels for review. Hence, it is in your best interests to complete this test to the best of your ability.

Who sits the GAT

Both Sections A and B

- Students enrolled in one or more VCE or scored VCE VET Unit 3–4 sequence, including students not planning to undertake scored assessment
- Includes students who have met the literacy and numeracy standards in a previous year

Section A only

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

Exam Dates

Year 11 Exams:

At LSC the policy is to have assessment tasks that reflect what is required at Unit 3/4, to provide the best possible learning preparation for the following year. The assessment tasks during semester are used to allow students to exhibit Learning Outcomes, while formal exams in November complete the preparation.

Year 11 Exams (subject to change)

Semester 2: Term 4 Week 7

Normal, timetabled classes will not operate during exam periods however it is compulsory for each student to undertake each exam. Normal student uniform requirements must also be met during exam periods. Exams are a critical assessment tool, and are a students' best guide to their level of achievement. Performance on exams in units 1 and 2 give information about likely success in Units 3 and 4

Unit 3 and 4 VCAA Exams:

End of Year – Tuesday 29 October 2024 – Wednesday 20 November 2024

Year 12 VCE and VCE VM Orientation

Week beginning TBC

Year 11 VCE and VCE VM Orientation

Week beginning TBC



13.1 As part of a student's VCE and VCAL certificates there are certain guidelines surrounding aspects of the certificates including:

- Breach of VCAA Rules

13.2 Breach of VCAA Rules

As part of student's VCE or VCE VM they will be required to complete and submit some or all of the following in a subject / unit including:

- Classwork
- School-assessed Coursework (SACs)
- School-assessed Tasks (SATs)

School-assessed Coursework consists of a set of assessment tasks that assess each student's level of achievement in VCE Unit outcomes as specified in the study design.

Schools are responsible for the initial assessment of School-assessed Coursework. The basis for this is the teacher's rating of the performance of each student on the tasks specified in the study design.

Schools are responsible for the assessment of School-assessed Tasks. The sole basis for this assessment is the set of criteria for the award of scores, published each year by the VCAA on the VCE study pages of its website.

School-assessed Tasks are used to measure, in accordance with published criteria, a student's level of achievement in completing a task.

When completing any classwork, SAC or SAT students should ensure that they do so in accordance with school and VCAA rules.

13.3 College and VCAA rules include:

- 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, resources and other assistance including assistive technology such as ChatGPT or other generative sites.
- A student must not receive any undue assistance from any other person in the preparation or submission of any work.
- Acceptable assistance includes:
 - The use of ideas or material created from other sources (for example, by reading, viewing or note taking), but which have been taken by the student and used in a new context.
 - Prompting and advice from another person or source, which leads to improvements and/or corrections.
- Unacceptable assistance includes:
 - Use of, or copying, another person's work or other resources without acknowledgement.
 - Corrections or improvements made or completed by another person.

- A student cannot submit the same piece of work for assessment in more than one subject / unit, or more than once within a subject / unit
- A student must not knowingly assist another student in a breach of rules.
- In deciding if a student's work is their own, teachers should consider if the submitted work:

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

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

In the case of an alleged breach being brought to the college's attention an investigation will be conducted by the College.

At the completion of the investigation the College will determine whether a panel interview is required to take place. The panel will consist of the subject teacher, the member of the college heading the investigation and one other. The student may bring a support person to the meeting who can be a family member, friend or teacher however the support person is not permitted to advocate of the student in the meeting.

The meeting will give the classroom teacher the opportunity to explain the circumstances surrounding the allegation and the student the opportunity to give his/her version of events. Questions may be asked by the other members of the panel.

At the completion of the meeting the panel will make a decision concerning the allegation and outcomes may range from punitive consequences such as detention and suspensions, having the student re-submit the task or giving the student an N for the subject / unit being completed. The decision will be supplied to the student in writing and the student has the right to appeal the outcome if he or she wishes to.



Semester One 2024

JAN - FEB 1	30	Mon	Staff Only (Day 2)
	31	Tues	Year 7, 11 and 12 Return to school
	1	Wed	Rest of the school returns
	2	Thurs	
	3	Fri	
FEB 2	6	Mon	VET Classes commence
	7	Tues	
	8	Wed	Elevate year 12 (Student Elevation) and year 11 (Study Sensei) session 12:00 – 1:20
	9	Thurs	
	10	Fri	
FEB 3	13	Mon	
	14	Tues	
	15	Wed	
	16	Thurs	Swim Cup
	17	Fri	
FEB 4	20	Mon	
	21	Tues	
	22	Wed	Course information
	23	Thurs	
	24	Fri	SSS Progress Update / School Photo Day
FEB - MARC H 5	27	Mon	
	28	Tues	
	1	Wed	
	2	Thurs	
	3	Fri	
MARC H 6	6	Mon	
	7	Tues	
	8	Wed	
	9	Thurs	
	10	Fri	
MARC H 7	13	Mon	LABOUR DAY
	14	Tues	
	15	Wed	
	16	Thurs	
	17	Fri	SSS Progress Update
MARC H 8	20	Mon	
	21	Tues	
	22	Wed	
	23	Thurs	
	24	Fri	
MARC H 9	27	Mon	
	28	Tues	
	29	Wed	
	30	Thurs	
	31	Fri	
APRIL 10	3	Mon	
	4	Tues	
	5	Wed	
	6	Thurs	
	7	Fri	SSS Progress Update
SCHOOL HOLIDAYS			
APRIL 11	22	Mon	
	23	Tues	

	24	Wed	
	25	Thurs	ANZAC DAY
	26	Fri	
APRIL / MAY 12	29	Mon	
	30	Tues	
	1	Wed	
	2	Thurs	LSC House cross country carnival day
	3	Fri	VCE Careers Expo
MAY 13	6	Mon	VCAA last day for enrolments Unit 3 /4 and Scored VET
	7	Tues	
	8	Wed	
	9	Thurs	
	10	Fri	SSS Progress Update
MAY 14	15	Mon	
	16	Tues	
	17	Wed	
	18	Thurs	
	19	Fri	
MAY 15	22	Mon	
	23	Tues	
	24	Wed	Yr 11 assembly (exams)
	25	Thurs	
	26	Fri	
MAY / JUNE 16	29	Mon	
	30	Tues	Yr 12 assembly (GAT expectations and rules), Year 11 students included
	31	Wed	
	1	Thurs	
	2	Fri	Year 11 Study Day / SSS Progress Update
JUNE 17	5	Mon	Year 11 exams
	6	Tues	Year 11 exams
	7	Wed	Year 11 exams
	8	Thurs	Year 11 exams
	9	Fri	Year 11 exams
JUNE 18	12	Mon	KINGS BIRTHDAY
	13	Tues	
	14	Wed	
	15	Thurs	GAT Exam
	16	Fri	VCAA Deadline for Unit 3 SATs
JUNE 19	19	Mon	
	20	Tues	
	21	Wed	
	22	Thurs	
	23	Fri	SSS Progress Update

Semester Two 2024

JULY 1	10	Mon	Start Term 3
	11	Tues	
	12	Wed	SSS Info Evening – Year 9 and 10 Students (Year 10 and 11 2024 students)
	13	Thurs	
	14	Fri	
JULY 2	17	Mon	VCAA Deadline for removal from Unit 4 / Last Day Unit 3 SATs results / Yr 10–11 Course Counselling / Elevate Education 12:00 – 1:20 (Ace Your Exams Yr 12, Time Management Yr 11)
	18	Tues	VCE VM applications and VET forms due / Yr 9-10 Course Counselling
	19	Wed	Elevate Education 12:00 – 1:20 (Ace Your Exams Yr 12, Time Management Yr 11)
	20	Thurs	
	21	Fri	
JULY 3	24	Mon	
	25	Tues	
	26	Wed	
	27	Thurs	LSC Athletics Carnival
	28	Fri	SSS Progress Update
AUG 4	31	Mon	
	1	Tues	
	2	Wed	
	3	Thurs	
	4	Fri	
AUG 5	7	Mon	
	8	Tues	
	9	Wed	
	10	Thurs	
	11	Fri	
AUG 6	14	Mon	
	15	Tues	
	16	Wed	
	17	Thurs	
	18	Fri	SSS Progress Update
AUG 7	21	Mon	
	22	Tues	
	23	Wed	
	24	Thurs	
	25	Fri	
AUG - SEPT 8	28	Mon	Unit 3 results to LCO
	29	Tues	
	30	Wed	
	31	Thurs	
	1	Fri	
SEPT 9	4	Mon	VCAA Deadline – Unit 3 results / Indicative Exams to JAL
	5	Tues	
	6	Wed	Elevate Education 12:00 – 1:20 (Finishing Line Yr 12, Memory Mnemonics Yr 11)
	7	Thurs	
	8	Fri	SSS Progress Update
SEPT 10	11	Mon	Unit 4 Indicative Exams (subject to change first week of holidays)
	12	Tues	Unit 4 Indicative Exams
	13	Wed	Unit 4 Indicative Exams
	14	Thurs	Unit 4 Indicative Exams
	15	Fri	Unit 4 Indicative Exams
HOLIDAY			
OCT 11	2	Mon	Term 4 Starts
	3	Tues	
	4	Wed	
	5	Thurs	
	6	Fri	All unit 4 work must be completed by today
OCT 12	9	Mon	Indicative Grades to LCO
	10	Tues	
	11	Wed	
	12	Thurs	
	13	Fri	

OCT 13	16	Mon	VCAA Deadline – Indicative Grades
	17	Tues	
	18	Wed	VCAA Languages Written Examinations
	19	Thurs	Last day Year 12 classes
	20	Fri	Celebration Day
OCT 14	23	Mon	
	24	Tues	VCAA Written exams commence
	25	Wed	
	26	Thurs	
	27	Fri	Unit 4 results to LCO Unit 1 and 2 VET, VCAL results to LCO / Last Day Year 11 VCAL Classes
NOV 15	30	Mon	
	31	Tues	
	1	Wed	VCAA Deadline – Unit 4 results
	2	Thurs	
	3	Fri	
NOV 16	6	Mon	VCAA Deadline – Unit 1 and 2 VET, VCAL / Year 11 Exams to JAL
	7	Tues	Melbourne Cup day
	8	Wed	
	9	Thurs	Last Day Year 11 VCE Classes
	10	Fri	Year 11 Study Day
NOV 17	13	Mon	Year 11 Exams
	14	Tues	Year 11 Exams
	15	Wed	Year 11 Exams / VCAA End of Year Exams Finish
	16	Thurs	Year 11 Exams
	17	Fri	Year 11 Exams / Graduation Dinner (TBC)
NOV - DEC 18	20	Mon	Year 11 – 12 Orientation
	21	Tues	Year 11 – 12 Orientation
	22	Wed	Year 11 – 12 Orientation
	23	Thurs	Year 11 – 12 Orientation
	24	Fri	Year 11 – 12 Orientation
NOV - DEC 19	27	Mon	Year 10 – 11 Orientation
	28	Tues	Year 10 – 11 Orientation
	29	Wed	Year 10 – 11 Orientation
	30	Thurs	Year 10 – 11 Orientation
	1	Fri	Year 10 – 11 Orientation
DEC 20	4	Mon	
	5	Tues	
	6	Wed	
	7	Thurs	
	8	Fri	
DEC 21	11	Mon	VCAA VCE / VET / VCAL results available to students
	12	Tues	Awards Evening
	13	Wed	
	14	Thurs	
	15	Fri	
DEC 22	18	Mon	
	19	Tues	
	20	Wed	End of term 4

Appendix 1

Statement of commitment

As a Senior School Student at Lyndhurst Secondary College I agree to meet the expectations of the college in completing my senior certificate and attending Lyndhurst Secondary College for my education by doing the following:

- ☐ Adhering to the college attendance policy of 90%
- ☐ Adhering to the college uniform policy
- ☐ Follow the college pre-conditions for learning
- ☐ Complete all course work to an acceptable standard
- ☐ Complete the required assessment tasks to an acceptable standard
- ☐ Complete all hurdle tasks prior to completing SAC
- ☐ Participate in an Orientation Program prior to the following years studies
- ☐ Complete all requirements of the Orientation program including Holiday Homework and Readiness Tasks
- ☐ Abide by VCAA rules governing all assessment tasks
- ☐ Always show respect to all members of the college staff and community
- ☐ Behave in an appropriate manner at all times

I understand the failure to adhere to the above, mentioned points will result in a review of my senior school pathway and program in a meeting with relevant members of the Senior Sub School Team.

Student Name:

Parent / Guardian Name:

Signed:


Signed:

Date:

Date:

APPENDIX 2

SAC Cover sheet Unit 1/2

		LYNDHURST SECONDARY COLLEGE	
SURNAME		FIRST NAME	
HOME GROUP		SUBJECT TEACHER	

SUBJECT– UNIT # – SAC #
'SAC NAME'
00^{th/st} Month, 2024

Reading Time: 5 minutes
Writing Time: 55 minutes
Total Time: 60 minutes

QUESTION AND ANSWER BOOKLET

Equipment

- Students are permitted to bring into the assessment room: pens, pencils, highlighters, erasers, rulers.
- Calculators are allowed in this examination.

• Students are NOT permitted to bring into the assessment room: dictionary, blank sheets of paper and/or white out liquid/tape.

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

Materials

A question and answer booklet of # pages including this cover sheet.

- There are 30 multiple choice questions worth 30 marks, please answer on the grid sheet provided.
- Students may take one bound book into the assessment room.

At the end of the task

- Ensure your name is on your task booklet
- Ensure that you have answered all questions.

I acknowledge that all work submitted for this assessment will be my own work and does not involve plagiarism or teamwork other than that authorised in the terms above.

Student Signature _____

Appendix 3

School Assessed Task Authentication Form - SATS

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

Authentication record form: VCE Studio Arts School-assessed Task 2021

This form must be completed by the class teacher. It provides a record of the monitoring of the student's work in progress for authentication purposes. This form is to be retained by the school and filed. It may be collected by the VCAA as part of its School-based Assessment Audit.

Student name Student No.

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School Teacher

Unit 3

Component of School-assessed Task (At least 4 observations should be carried out throughout the Semester)	Teacher comments Use the Criterion Evidence and Descriptors to inform the comments.	Teacher initials and Date	Student initials and Date
Criterion 1: Preparation of an exploration proposal and work plan that formulates the content and parameters of an individual studio process.			
Observation comments:			
Comment on submission Criterion 1:			
Is the exploration proposal within the word limit? Is there a weekly work plan that outlines the structure of the studio process? Is visual information presented in the exploration proposal appropriately acknowledged?			
Criterion 2: Interpretation of and response to sources of inspiration to explore, develop and refine ideas throughout the studio process.			
Observation comments:			
Comment on submission Criterion 2:			
Have a range of sources of artistic and personal inspiration used to explore ideas in the studio process? Have the sources of inspiration been appropriately acknowledged in the studio process?			

School Assessed Task Authentication Form - SATS

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



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

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

[illegible]

APPENDIX 6

VCAA Examination Rules

VCAA RULES FOR THE CONDUCT OF VCE EXTERNAL ASSESSMENTS

-
- | | |
|---|--|
| <ol style="list-style-type: none">1. Students must not cheat or assist other students to cheat, including taking any action that gives or attempts to give them or another student an unfair advantage in a VCE external assessment.<hr/>2. Students must not allow, induce or assist any other person to present for a VCE external assessment in their place.<hr/>3. Students must not present for a VCE external assessment in another student's place.<hr/>4. Students must not present for a VCE external assessment under the influence of alcohol or drugs.<hr/>5. Students must obey and observe all proper instructions or directions given by their supervisor.<hr/>6. Students must provide reasonable assistance to any investigation by VCAA in relation to a suspected breach of the VCAA rules.<hr/>7. Students attending a VCE external assessment may bring only materials and equipment approved for that external assessment into the examination room.<hr/>8. Students must not possess mobile phones and electronic devices that are capable of storing, receiving or transmitting information or electronic signals, such as recorded music and video players, organisers, dictionaries and computerised watches, during a VCE external assessment.<hr/>9. Students detected with any device defined in rule 8 must, upon the direction of a supervisor, surrender that device for inspection. Any confiscated device may be retained, pending any investigation into an alleged breach of VCAA rules. Students must provide reasonable assistance to the VCAA or its agents to enable the interrogation of the device.<hr/>10. Students must not bring into or possess in the examination room any drinks or food, except under special circumstances as approved and directed by the VCAA. Bottled water is permitted in the examination room under approved conditions. | <ol style="list-style-type: none">11. Students must not communicate with any other student while the VCE external assessment is being conducted.<hr/>12. Students must not cause any nuisance, annoyance or interference to any other student during a VCE external assessment.<hr/>13. Students must not remove or tear out any part of a bound reference, question/task book, question and answer book or answer book, except where permitted, for example formula sheets.<hr/>14. Students must not remove any response material, used or unused, from the examination room.<hr/>15. Students must not begin to write or mark their paper or response material in any way, or use a calculator, until advised by a supervisor that writing may commence.<hr/>16. Students must raise their hand if they wish to communicate with a supervisor.<hr/>17. Students must not leave their place until permitted by a supervisor.<hr/>18. Students will not be permitted to leave the VCE external assessment before 30 minutes have elapsed from the start of writing time.<hr/>19. Students will not be permitted to leave in the last five minutes of the VCE external assessment.<hr/>20. Students must cease writing when instructed to do so by a supervisor.<hr/>21. Students must remain silent and seated in their place at the end of the VCE external assessment until response materials have been collected and checked, and an announcement is made permitting students to leave the examination room.<hr/>22. Students must not communicate with an assessor before, during or after a VCE external assessment, except when communication is necessary for the conduct of the assessment. |
|---|--|
-

APPENDIX 7

Hurdle and Readiness Tasks

VCE HURDLE TASKS AND SCHOOL READINESS TASKS

Lyndhurst Secondary College believes in preparing the VCE cohort for all future endeavors. An aspect of this is ongoing preparedness to learn. Therefore, the college require students to complete two forms of preparation. **School Readiness Tasks** are completed in the first week of the new year and **Hurdle Tasks** which are ongoing tasks prior to the completion of the SAC.

School readiness are activities that students will complete in task form that will help students and teacher to:

- Verify the student has completed tasks from orientation/holiday homework
- Assess if the student has a satisfactory grasp of knowledge/skills/competencies covered in orientation lessons and holiday homework; and
- Provide feedback to the student as to their progress and readiness to undertake the subject

To prepare for the readiness task students should:

- Engage with classes during orientation - This means attending all classes during orientation, participating fully in class activities, completing set work and acting on feedback given.
- Complete all set homework before day 1 of the year
- show how well they understand the concepts and apply the skills covered in commencement and holiday homework – students will do this through the readiness task
- review the orientation work prior to the start of the year to themselves for the readiness task

What does a school readiness task look like?

- A Readiness Task is NOT a SAC - It is more like an Outcome Task
- Conducted in class time to help authenticate the work is the student's
- Conducted Monday 31st January to Friday 4th February (Week 1)
- Will only go for part of a lesson – should not cover too much content only what has been covered in orientation and some of the holiday homework

Examples of tasks that might be used:

- Revision quiz/game e.g. Quizziz or Kahoot
- Case study and questions answered using notes and resources
- Summary of key concepts e.g. Cornell notes
- 1:1 conference with teacher reviewing key concepts/skills
- Hold meetings with the student and their parent/carer to review their learning program for 2022

Hurdle Tasks: is a learning task designed as a pre-assessment prior to the SAC. It is a task a student will complete prior to sitting SACs. It is designed to help the student and teacher

- Determine areas of strengths and weaknesses on the task prior to the SAC
- Determine the student's understanding of the key skills and key knowledge
- Assist the teacher to determine if the student is likely to achieve a satisfactory score on the SAC
- Allow the teacher to feedback to both the student and parent on areas of strength and improvement.

Submission of the hurdle task is a requirement to sit the SAC. A SAC cannot be sat if a student has not yet submitted the hurdle task.

What does a school Hurdle task look like?

- It would mirror aspects of the SAC
- Be performed under conditions relating to the SAC
- Completed in a timely manner prior to the SAC
- Examples of a hurdle task can be seen within this document

APPENDIX 8

UNSCORED PERMISSION FORM

Dear Parent/Guardian,

Your child has been identified as someone who would benefit from completing an Unscored Assessed Program. At Lyndhurst Secondary College, a student will only be eligible to complete an Only School Assessed Program;

- They have selected to undertake an unscored VCE due to their career pathway.
- They have given well-founded reasons as to why a VM pathway does not suit their learning needs.
- The student has failed to meet the requirements of the Lyndhurst Secondary College Assessment Policy.

What an Unscored VCE Pathway means:

- The student will not sit end-of-year examinations.
- The student will not receive an ATAR score.
- Some university pathways will not be accessible to students upon graduation.
- The student may still receive their Victorian Certificate of Education.

Student Expectations for an Unscored VCE Pathway:

Students in an unscored pathway must still independently demonstrate the key skills and knowledge to receive an 'S' result for each Unit. This includes completing all hurdle tasks and where deemed necessary by the classroom teacher, assessment task (SAC/SAT) requirements.

A student who does not meet these requirements will be at risk of receiving an 'N' result and may be ineligible to successfully complete their VCE. Students must also adhere to all VCE attendance expectations, attending 90% of their scheduled classes.

If you have any queries in relation to the information contained in this letter, please do not hesitate to contact the College

Yours sincerely,

STUDENT AGREEMENT

I _____ of Level and Home Group would like to apply for an School Assessed Pathway. Provide an outline of why you are applying to complete an unscored VCE.

I have read the information provided on an Unscored Pathway. I understand that I will not sit the end of year exams and that I will not receive an ATAR score. I understand that I will still receive a VCE Certificate if I adhere to the expectations outlined.

Student Signature: _____ Date: ____/____/2023

PARENT/GUARDIAN AGREEMENT

I _____ give permission for my son/daughter to enter into an Unscored VCE Pathway. I have read the information provided on a School Assessed Pathway. I am aware that they will not be sitting the end-of-year exams and will not be receiving an ATAR score. I understand that they will still receive a VCE Certificate if they adhere to the expectations outlined.

Parent Signature: _____ Date: ____/____/2023

OFFICE USE
ONLY

DATE OF APPLICATION REVIEW:

APPENDIX 9

VCE EXTENDED LEAVE APPLICATION

Students are expected to attend 90% of timetabled classes. This means students cannot miss more than 10 unapproved periods per subject per unit. Therefore, family holidays, extended family travel overseas and planned absences are not accepted during VCE studies. Wherever possible, holidays should be scheduled within the term breaks. If this cannot be avoided, students and families are required to seek permission for a family holiday at least four weeks in advance of the proposed leave. Extended leave is defined as being away from school for more than 5 days and is not related to medical, cultural or bereavement leave. **Please complete all fields below including parent/guardian signature and submit this application to the VCE Sub-School for review.**

Dear VCE Sub-School Date:
I of Level and Home Group would like to apply for extended leave from:

Start Date of Extended Leave: / /2023 End Date of Extended Leave: / /2023 Total Days (not including weekends): Due to this extended leave, below will be the total periods missed for each subject:

Subject:	Teacher:	Number of period/s missed:	Subject:	Teacher:	Number of period/s missed:	Subject:	Teacher:
Number of period/s missed:		Subject:	Teacher:		Number of period/s missed:	Subject:	Teacher:
Subject:		Teacher:		Number of period/s missed:			

Please provide an outline of why you are applying for extended leave:

I understand that approval for an extended absence is not automatic and that I should not assume approval will be granted. I understand that absence without school approval will directly impact my attendance data and that if an assessment task is scheduled to occur during this time, I will not be granted permission to reschedule this SAC for a scored result.

I understand that if my application for leave is approved, I must remain up to date with all course requirements.

Student Signature: Parental/Guardian Signature:

APPENDIX 10

VCE EXTENSION OF DEADLINE APPLICATION

Extension of assessment deadline: Students wishing to apply for an extension of time must collect, complete and submit an application form to their teacher and then the Senior Sub-School a minimum of 24 hours prior to the assessment. Students granted an extension of the deadline must complete an equivalent SAC within a week of the original assessment date under the supervision of the Subject Teacher. Students with Special Provisions granting an alternative SAC timetable must submit another form.

Please complete all fields below. Once complete, you must FIRST take this application to your classroom teacher to fill out and THEN submit it to the Senior Sub-School for approval.

Dear (teacher), Date:

I _____ of Level and Home Group _____ would like to apply for an extension of time to complete my:

☐ ☐ ☐☐☐

Hurdle

Task

SAC/Redemptio

n SAT

VET Unit of

Competency

Coursework

Original due date: _____ / _____ /2023

Provide an outline of why you have been unable to or you are unable to complete the assessment/coursework:

I understand that my application to this subject and work ethic displayed will be considered in the making of this decision. In submitting this application, I understand that it may not be approved and in this case I must adhere to the original due date set by the teacher. If I am unable to do this, I understand I may be at risk of an 'N' result.

Student Signature:

Parental/Guardian Signature: