



# Graduate Student Handbook 2024



Supporting and empowering students to influence their world with integrity

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# Our Identity Statements

## Our Vision

To provide Christian Education that supports and empowers students to influence their world with integrity.

## Our Mission

Red Rock Christian College will provide Christian Education, leading students to excel in attitude and academics, to develop their relationship with Jesus Christ, and to contribute purposefully to their community.

## Our Values

### Honour – Faith – Integrity – Character – Relationship

#### Honour:

- Valuing each other as a unique creation of a loving God
- Equality and respect for all people

#### Faith:

- Knowing and being known by God
- Trusting in God's goodness and love
- Being in a personal relationship with God

#### Integrity:

- Being who God created us to be: true to our identity
- Living out in all circumstances our strengths and values

#### Character:

- Knowing who we have been created to be: confident in our identity
- Demonstrating, Integrity, Gratitude, Faithfulness, Love, Compassion, Kindness
- Giving thanks in all circumstance
- Supporting the weak and distressed
- Joyful, peaceful, and brave
- Being people of a sound mind

#### Relationship:

- A strong partnership between staff, students, parents, and the community
- Relationship with God
- Committed to repairing harm to restore relationship and to give due honour to others and God
- Service to others
- Community: a shared commitment to unity of purpose and support of one another

## **Our Philosophy of Education**

Red Rock Christian College seeks to promote relationship with Jesus Christ as the source of all knowledge, wisdom, and wellbeing. We foster learning and wellbeing by establishing student identity in being fearfully and wonderfully made and by creating an environment of growth and secure safe relationships. Students are encouraged to discover their passions, character strengths, and unique pathways within an educational environment that is relationship centered, inclusive of gender, and mindful of individual needs, age, interests, and potential.

We believe that all are created equal and uniquely by a loving God and that respect should be shown to the beliefs and opinions of others. It is important that students develop an ability to communicate effectively, nurture and support others, value community, identify their own strengths, and build healthy mindsets. We aim to do this by giving due honour to all people. In doing so, we celebrate their strengths, cultural/linguist diversity, and their particular gifts and abilities.

We believe that authentic, meaningful learning is demonstrated in transferable understandings, and can best be established in a learning environment that truly allows for flexibility based on learning readiness, not age, genuine ownership of learning by students, and learning programs that reflect students' interests and have real-life application. Learning should be as diverse as the students undertaking it and should lead to the development of their potential.

Red Rock Christian College supports and promotes the principles and practices of Australian Democracy in accordance with Australian law, which includes respect for the authority of the elected government, the rule of law, equal rights for all, freedom of religion, freedom of speech, and association.

## **Our Goals**

Red Rock Christian College is committed to:

1. the highest possible personal academic outcomes, individual to each student
2. personal, social, emotional, spiritual, academic, and physical growth
3. developing skills in communication, problem-solving, critical thinking, inquiry, investigation, and analysis
4. identifying and responding to individual character strengths, learning styles, and needs of students
5. maximising learning by applying knowledge of curriculum, and a variety of teaching methods within a safe and nurturing environment

6. develop, document, and present curriculum that unfolds an understanding of God's perspective on the world and initiates a positive response to God, others, and the created world
7. supporting professional learning and reflection
8. promoting wise stewardship of time and resources
9. developing a service attitude in the use of gifts and talents
10. creating an environment that emulates love, forgiveness, compassion, and grace
11. attracting, developing, and retaining quality Christian staff

### **Our Commitment to Being a Child Safe Community**

At the heart of what we believe is that all children are 'fearfully and wonderfully made' by our loving God. This is reflected in our culture, in our teaching practices, and through our pastoral care. We actively seek to create a culture of wellbeing: where students feel they belong, have a strong and positive identity, and are connected in healthy relationships with peers and staff. It is a culture in which students flourish. A culture of wellbeing creates a safe environment in which students are more likely to demonstrate help-seeking behaviours, and identify trusted adults they can talk to about concerns or harmful situations they or their friends are facing.

Red Rock Christian College is committed to a learning and working environment for its students and staff that is safe, supportive, and caring; an environment that is free from wrongful discrimination and sexual harassment. The College has zero tolerance for child abuse. The College promotes the safety of all children including those with disabilities and those from culturally diverse and/or linguistically diverse backgrounds.

We want our students to learn and grow in an environment in which they know people care about them and honour who they are. The school requires that staff, students and other members of the community treat each other with respect and love. Staff are expected to display Christian kindness and compassion and appropriate professional behaviour in their dealings with each other and the students in their care.

We are committed to:

- treating all allegations and safety concerns seriously and consistently in accordance with our robust policies and procedures;
- rigorously following legal and moral obligations to contact authorities when we have concerns about a child's safety;
- preventing child abuse and identifying risks early, and removing and reducing these risks;
- applying robust recruitment practices for all staff;
- regularly training and educating our staff and volunteers on child abuse risks.

## From the Principal

For those of you who have chosen to embark on the Victorian Certificate of Education (VCE), there are a few things I want you to remember. Your learning journey with us so far has, we believe, helped you to understand your strengths, recognise your passions and make choices about your learning. We have attempted to embed strategies that support and empower you to work and interact from your strengths and build healthy mindsets. We hope you have come to understand 'that you are fearfully and wonderfully made', which means your unique capacity, potential, talents and interest make you who you are and realising that is important to you being content, living with purpose and influencing your world with integrity.

As you enter VCE, none of this changes: You need to keep working from your strengths, applying healthy mindsets, and remembering that you are fearfully and wonderfully made.

Choosing to pursue VCE is a **pathway**, not an end in itself. In fact, it is only one of the many stepping stones you will stand on throughout your life. It doesn't define you, nor does it change your potential, your value, or determine who you were created to be, or the calling (greater purpose) of your life.

In choosing VCE you are undertaking a challenge, with specific requirements that need to be met, and possibly a different level of dedication, time and focus required for you to fulfill this chosen pathway. This is your chosen pathway, and you will determine how you travel it, but you won't be alone.

Your teachers will continue to provide the quality content, parameters of assessments and equip you with tools to help. They will support and encourage you and continue to believe in your capacity to face challenges, grow, and succeed.

If you have chosen this pathway, choose to make the most of it and enjoy it. Take care of yourself: drink water, get plenty of sleep, turn off social media (sometimes), spend time with your family, and talk face-to-face with your friends.

This can be one of the best times of your life.

Blessings,

Mrs Karen McCoy

## 1. Introduction

The Victorian Certificate of Education is a well-recognized achievement standard for students. Its successful completion provides students with a pathway to seek access to tertiary institutions.

The VCE Student Handbook provides important information for students and parents that is essential for those undertaking VCE.

The Victorian Curriculum Assessment Authority (VCAA) sets out specific rules that the College and students must adhere to for VCE to be awarded. Therefore, take time to read this handbook and familiarise yourself with the policies and procedures it contains. Students and parents are required to sign the declaration (Appendix A) at the commencement of each academic year in which the student is undertaking one or more VCE subjects

After reading this handbook, if you have further questions or want more information you can refer to the VCAA website:

<https://www.vcaa.vic.edu.au/Pages/vce/generaladvice/index.aspx>, and/ or make an appointment to speak with the Graduate Pathways Coordinator.

## 2. Commonly Used Terms

<b>Assessment and Level of Performance</b>	Assessment of levels of performance in Units 1&2 is the responsibility of the college. The VCAA supervises the assessment of all students undertaking studies at Units 3&4.
<b>Assessment Task</b>	A task set by the teacher to assess students' achievements of unit outcomes for School-assessed Coursework (see outcomes).
<b>ATAR – Australian Tertiary Admission Rank</b>	The Australian Tertiary Admission Rank (ATAR) is a number from 0.00 to 99.95, which represents a student's rank in comparison with other students completing VCE in that same year. It is calculated using a student's Unit 3&4 scaled study scores and is used by universities and TAFEs to select students for courses.
<b>Authentication</b>	The process of ensuring that the work submitted by students for assessment is their own.
<b>Breach of Rules</b>	Students are expected to abide by both College policy regarding VCE, and sign a declaration agreeing to abide by VCAA rules. If rules are not adhered to in any way, a variety of penalties are applied, depending on the situation.
<b>Derived Examination Score (DES)</b>	Provision available for students who miss an external Unit 3&4 examination or whose external Unit 3&4 examination performance has been impaired due to illness or other personal circumstances.
<b>External Examinations – Unit 3 &amp; 4</b>	External assessments are set and marked by the VCAA. All VCE Units 3&4 studies have at least one examination. Most written examinations are held in October and November. Performance examinations and oral examinations are held in October.



<b>GAT – General Achievement Test</b>	All students enrolled in one or more Unit 3&4 sequences must sit the GAT. This is a general knowledge test used by VCAA to verify school-based marks. The GAT score itself does not count toward the end of year results but is an important part of the moderation process. It is used to determine the DES (see above).
<b>Outcomes</b>	What a student must know and be able to do in order to satisfactorily complete a unit as specified in the VCE study design.
<b>Prerequisites</b>	Subjects which must be completed for admission to tertiary courses.
<b>Redemption</b>	Providing a student with an opportunity to complete a further assessment task in an area where their performance was previously unsatisfactory.
<b>SAC – School Assessed Coursework</b>	The tasks or activities that teachers use to assess whether a student has met the outcomes they need to in order to satisfactorily complete the unit of study. They are typically conducted at school in test conditions, in one or two lessons. Each unit of study will usually have at least three SACs, although this can vary from unit to unit.
<b>Satisfactory Completion</b>	A decision made by the College that a student has demonstrated achievement of outcomes for a unit. Student receive an 'S' for the satisfactory completion of a unit. If they do not satisfactorily complete a unit, they receive an 'N' indicating not satisfactory. A 'J' result is to be used when a student is no longer attending classes and has not submitted work for assessment. Where a student receives 'N' or 'J' for one or both Units 3&4 sequence, the student will not receive a Study Score for the unit of study.
<b>Scaling</b>	The statistical process used to determine the degree of competition in each study by comparing the performance of the entire group of students in a study with their performance in all other studies in which they have achieved a study score.

<b>Special Provision</b>	Special arrangements that are made to allow students who are experiencing significant hardship the opportunity to demonstrate the required knowledge and skills for a unit of study.
<b>Semester</b>	Equivalent to half a school year or two terms.
<b>Sequence</b>	The sequence is the order a student completes Units. For example, a student must study Units 3&4 in
<b>Special Access Entry Scheme (SEAS)</b>	The Special Entry Access Scheme (SEAS) is the umbrella program run by most institutions for applicants who have experienced educational disadvantage. The program allows selection officers to grant extra consideration for course entry to applicants, but it is not used as replacement for course entry requirements. Consideration of SEAS may relax some aspects of the specific requirements but not exempt them.
<b>Statement of Results</b>	The document issued by the VCAA showing whether a student has successfully completed VCE. It shows the graded assessment and study scores for each sequence of Units 3&4 and a record of achievement (S or N) for all VCE subjects undertaken.
<b>Unit 1 &amp; 2</b>	Units within a VCE study designed to approximate Year 11 level of difficulty.
<b>Unit 3 &amp; 4</b>	Units within a VCE study designed to approximate Year 12 level of difficulty.
<b>Statistical Moderation</b>	The process used to ensure that schools' assessments of Units 3&4 are comparable throughout the State. It involves adjusting each school's coursework scores for each study to match the level and spread of the combined examination and GAT scores for the students in that school doing that study.

<b>Study Design</b>	A study design for each Unit 3&4 VCE study is published by the VCAA. It specifies the content for the study and how students' work is to be assessed. Schools and other VCE providers must adhere to the requirements in the study designs.
<b>Study Score</b>	A Study Score is a number out of 50 that provides an indication of how well the student has completed the subject compared with all other students who were enrolled in that subject. It is based on students' results in school assessments and external examinations.
<b>VASS – VCE Administrative Software System</b>	The internet-based system used by schools to register students and enter VCE enrolments and results directly onto the VCAA central database.
<b>VCAA – Victorian Curriculum Assessment Authority</b>	The statutory body responsible for providing curriculum and assessment for Victorian students including the Victorian Certificate of Education.
<b>VCE – Victorian Certificate of Education</b>	The qualification achieved by students in Victorian schools who satisfactorily complete at least 16 units of study including at least three of English, and three sequences of Units 3&4 other than English. Units of study are roughly semester (half year) in length.
<b>VTAC – Victorian Tertiary Admissions Centre</b>	The Victorian Tertiary Admissions Centre acts on behalf of Universities and TAFEs in coordinating the selection of Year 12 school leavers. VTAC is the body that calculates, distributes and utilises the Australian Tertiary Admissions Rank (ATAR).
<b>VTACmag</b>	VTACmag contains information about the VTAC process. It can be purchased in printed form from newsagents and in eForm from tables and smartphones.
<b>ViCTER (Victorian Tertiary Entrance Requirements)</b>	The VTAC publish a guide for Year 10 students who are considering applying for tertiary studies the year after they complete Year 12. <a href="http://www.vtac.edu.au/publications/">http://www.vtac.edu.au/publications/</a>

## 3. Overview of the VCE

### 3.1 Eligibility for the VCE award

To obtain a Victorian Certificate of Education a student must satisfactorily complete:

- At least 16 Units including at least three in English from units 1-4
- Three additional Units 3&4 sequences
- Obtain a study score in all these units

The VCE is made up of a sequence of studies, each of which is divided into units which require approximately one semester to complete. The sequence usually begins with Units 1 & 2 in the first year and followed by Units 3 & 4 in the second year. However, students are able to complete the course over a longer period.

At Red Rock Christian College, VCE units typically would begin during the 4<sup>th</sup> Year of the Altitude Program, equivalent to Year 11 & Year 12. However, the College's flexible learning model allows students to begin their VCE subjects earlier. Early entry to a VCE Unit is subject to the student substantially demonstrating readiness academically, socially, and emotionally. Early entry will be considered in consultation with the student, their parents, the VCE Co-ordinator, and the Head of Secondary. Students in Pre-flight or the first year of the Altitude Program will be directed to complete the relevant Pre-VCE subject prior to entering VCE. Only in exceptional circumstances will a student be considered for direct entry into VCE Units 1&2.

Early entry is dependent on the following criteria:

- Achievement of skills and understandings at a standard consistent with entry into VCE Units 1&2
- In Pre-VCE subjects, achievement in related subject areas has been consistently above 70% (B standard)
- Demonstration of diligence and commitment to studies
- Confidence in readiness to manage workload, and social and emotional readiness for content:
  - Interacting meaningfully, sensibly, and in a manner that does not impede the learning of their peers
  - Ready and able to engage in complex, sometimes sensitive, and ethically challenging issues

Over the course of a student's VCE pathway, they are required to satisfactorily complete a minimum of 16 units (equivalent of 8 year-long subjects) which must include:

- three units from the English group, including a Unit 3-4 sequence
- at least three sequences of Unit 3-4 studies, which can include further sequences from the English group.

In order to calculate a student's ATAR, satisfactory completion of Units 3&4 of an English sequence is required. Each study is conducted according to their respective VCAA Study Design. The Study Designs will be given to students at the commencement of the unit. Current Study Designs are available of the VCAA website. <https://www.vcaa.vic.edu.au/Pages/vce/studies/index.aspx>

### 3.2 Unscored VCE

Scored assessment is required for most pathways into tertiary courses. However, satisfactory completion of VCE does not require a study score. The VCE does provide the flexibility to satisfactorily complete units without completing all or any graded assessments (two graded assessment scores are required to achieve a study score). Students will be required to complete course work to a satisfactory standard but will not be required to sit externally assessed exams.

In some cases, the student may benefit from this option. Students who wish to undertake unscored VCE units will, along with their parents, need to meet with the Graduate Pathways Coordinator and Head of Secondary. It is important to note this decision may restrict some pathways into further study.

### 3.3 VCE vocational major

The VCE Vocational Major is a 2-year vocational and applied learning program within the VCE. The program aims to equip students with the skills, knowledge, confidence and agency needed to prepare for the world of work and further education and training.

The VCE Vocational Major will prepare students to transition successfully into apprenticeships, traineeships, further education and training, university, or directly into employment.

The VCE Vocational Major will support students to develop both academic and practical skills. It employs a more diverse range of assessment strategies rather than exams, alleviating some of the pressure that students face when considering the VCE.

### 3.4 Course Selection

Red Rock Christian College will endeavour to offer a range of VCE subjects either directly through the school or via distance education. Students beginning their VCE subjects will be able to complete the required 16 units to achieve an ATAR score by the end of their two year course of study.

### 3.5 Variations in Course Selection

Students may choose to re-assess their chosen VCE subjects and the direction they are heading. They are reminded of the importance of clarifying prerequisites for their intended career and further study pathway. Universities and TAFE Colleges publish lists of Unit 1&2 and Units 3&4 pre-requisites for all courses.

Students are encouraged to choose carefully to minimise interruptions to their learning.

Any potential changes to subject selection choice must be made in consultation with parents, teachers, and the Graduate Pathways Coordinator. The timing of these changes is also important and are best made before the commencement of the subject.

The VCAA set final dates for each semester after which a change is not permitted. Final dates are available on the Enrolment Variation Form. Under most circumstances, students will not be permitted to change a Unit 3&4 sequence after the first two weeks of the school year.

The Enrolment Variation Form (Appendix B) will need to be completed and signed before a change can occur. The change may be from one subject unit to another, or due to extenuating circumstances it may be possible for a student to drop a subject.

However, students must complete 16 Units to achieve an ATAR score. The decision will be made in accordance with the best possible outcomes for the student.

If after due consultation, a student wishes to discontinue their enrolment from VCE altogether, they must complete the College's exit form authorising the VASS administrator to withdraw the student from VCE.

### 3.6 Repeating Units

There are no restrictions on repeating units, but students may obtain credit only once for each unit. Students who repeat a unit are required to repeat the full unit, including all assessments for the outcomes specified for the unit in the current study design for the year of repetition. A unit will only need to be repeated if a student receives an N for that unit.

## 4. Administration

### 4.1 VCE Enrolment

All students enrolling in one or more VCE subjects must complete an annual Student Personal Details Form each year they are enrolled in VCE. This Form must include information about any external Distant Education, Language Studies or other accredited external studies. The information is stored on VASS, the VCAA central database. The College regards all enrolment data as confidential and complies with its Privacy Policy. All students are required to complete a declaration stating they will abide by the VCAA rules and regulations regarding the VCE.

Students will be asked if they give permission for their data to be forwarded to newspapers and other government bodies for the calculation of awards and prizes and for the Department of Education and Training (DET) ON Track Survey. Students will also be asked to grant copyright permission for the use of their work in publications and productions approved by the VCAA.

## 4.2 Contact

Contact	Email
Subject Teacher	<a href="mailto:(first initial)(surname)@redrock.vic.edu.au">(first initial)(surname)@redrock.vic.edu.au</a>
de /VASS Coordinator	<a href="mailto:hgray@redrock.vic.edu.au">hgray@redrock.vic.edu.au</a>
Head of Secondary	<a href="mailto:cellis@redrock.vic.edu.au">cellis@redrock.vic.edu.au</a>
Principal	<a href="mailto:kmccoy@redrock.vic.edu.au">kmccoy@redrock.vic.edu.au</a>

## 4.3 VCE Attendance Policy

The VCE Attendance Policy is incorporated in the College's overall Attendance Policy. However, VCAA does require students to attend sufficiently to ensure adequate coverage of content, access to timely feedback, and completion of SACs. If students are absent from class during a SAC, they risk receiving a non-achievement score. A student that is absent more than 10% without just cause risks receiving a not-satisfactory score for that unit.

1. Students are expected to attend all timetabled classes, excursions, College and Year Level Assemblies, and to be punctual at all times.
2. **Minimum Attendance:** The College minimum attendance requirement at all scheduled lessons and activities is **90%** (allowing 10% where acceptable explanations are provided) for each unit of study during a semester.
3. **Acceptable Absenteeism:** The 10% allowance for acceptable absenteeism equates to 5 hours or six 50-minute periods.

Examples of acceptable absenteeism:

- i. sickness;
  - ii. the danger of being affected by infectious or contagious disease;
  - iii. temporary or permanent infirmity;
  - iv. unavoidable and sufficient cause, e.g. bereavement within the family or of a close friend, family trauma;
  - v. attending a school organised activity, e.g. excursion, work experience
4. **Unacceptable Absenteeism:** Events that can be scheduled outside of school hours are not considered acceptable reasons to be absent. Other examples of unacceptable absenteeism:
    - i. truancy;
    - ii. sleeping in;
    - iii. just late (no reason was given);
    - iv. haircut;
    - v. shopping;
    - vi. appointments which could have been made out of school hours;
    - vii. preference for working at home
    - viii. driving lessons
    - ix. part-time work

- x. it's my birthday!
- xi. other avoidable and insufficient reasons.

5. **Special Provisions** may apply for completion of SACs if a student is unable to attend due to serious illness or infirmity. A SAC Reschedule Form (Appendix C) is to be completed and submitted to the Graduate Pathways Coordinator.
6. **Substantiating Absence:** Absence from school must be substantiated in writing by the student's parent and must, in the event of illness, be accompanied by a doctor's certificate if the following applies:
  - a. work was due
  - b. a test or SAC or examination was scheduled
  - c. the absence is for two or more days
7. **Alternative SAC Request:** Where a student will be, or proposes to be, absent from school for an acceptable reason during the assessment of an outcome (SAC), a 'SAC Reschedule Form' (Appendix C) must be submitted to the Graduate Pathways Coordinator at least one week prior to the scheduled SAC date. If a student is unwell the day of the SAC, a 'SAC Reschedule Form' (Appendix C) must be completed on their return to school.
8. **Extension of Time:** Any absence due to illness or serious hardship (e.g. bereavement) and other matters warranting 'Consideration of Disadvantage' for school-assessed course work, may warrant an extension of time for the completion of VCE work. Eligibility is ultimately determined by the Subject Teacher and Graduate Pathways Coordinator. Written application may be made using the 'SAC Reschedule' form (Appendix C)
  - a. The form can be obtained from the subject teacher
  - b. The form must be signed and dated by the student
  - c. The form must be signed and dated by the subject teacher who will nominate a completion date, which will generally be a period of time equivalent to the period of absence but which must not exceed two weeks and must not extend beyond the final dates for Units set by the VCAA.
  - d. The form must be accompanied by supporting documentation:
    - i. Medical certificate
    - ii. Earlier drafts/printouts or versions of the work (in cases of lost, stolen or damaged work) may act as proof of completion for authentication purposes and for possible grade determination.
  - e. The form must be submitted to the subject teacher who will then sign the form and attest to receiving the supporting documentation which will be passed on to the Graduate Pathways Coordinator for approval and filing.
9. **Record Storage:** All parental notes, medical certificates and applications for extension of time, special provisions for attendance will be filed in the student file in order to substantiate attendance records.
10. **Decisions:** In general, the subject teacher or Graduate Pathways Coordinator will communicate any decision on the outcome of an application for extension of time, based on the validity and legitimacy of the application. Where an application of extension is not granted,



the teacher may require that a similar but alternative task be completed at a different time.

11. **Attendance Breach:** Where student attendance is likely to exceed the 10% allowable absenteeism, the following steps will be taken:
- a. Subject teacher to speak with student before absenteeism becomes problematic
  - b. Continued absenteeism that raises concern will be followed up by the Graduate Pathways Coordinator; this is likely to involve contacting the student's parents

12. **Work Catchup:** It is the responsibility of the student who is absent to find out what work was covered in the missed classes and what work may have been set at that time.

#### 4.4 Private Study

Students will be informed of the area designated for private study. Students are expected to be in that area during private study. All students are expected to be present at school during private study periods. These periods are not 'free time'.

The College expects students to use their private study time wisely and in relation to their course of study.

Students undertaking **Distance Learning** will have Official Study blocks on their timetable for the purpose of completing their Distance Learning subject.

**Official Study Leave for Distance Learning Study Blocks:** In some circumstances, parents may apply for Official Study Leave for their child by signing the application for VCE study release. This allows their child to be released from the school for study leave. Official Study Leave will only be granted for blocks at the beginning of the day or at the end of the day. Students are required to be at school for all other timetabled subjects. Students will need to sign the Official Study Leave document (Appendix E) and be given consent by the Graduate Pathways Coordinator.

#### **All students must attend Assembly on Friday mornings.**

The College reserves the right to require students to be at school during Official Study Leave to participate in necessary activities, information sessions, or any other event deemed necessary.

#### 4.5 Computer Use

When students use computers to produce work, it is the student's responsibility to ensure that their work is regularly saved and backed-up. **Computer malfunction will not be accepted as an excuse for late or non-submission of work.**

Hard copies of work in progress must be produced regularly to meet authentication requirements and produced when required by the subject teacher. Each time changes are made to work, the student should save their work onto a back-up file. The back-up file should be stored separately to a computer.

Other policies relating to the use of computers can be found in the Secondary Device Agreement document and Acceptable Use Policy.

## 4.6 Student Cars

Students who are licensed to drive and intend to drive to the College must complete the Permission to Drive Form. (Appendix E).

- With their parents **written permission**, students may drive their siblings to school. If a student drives their siblings to school without written permission, they will lose the privilege of driving to school, and their parent will be required to collect their siblings.
- **Under no circumstances** are student drivers to drive **any other student** to school or to any school related activities.
- The College's car park should be used by any licensed student driving to school. Students are fully responsible for their cars. The College takes no responsibility for students' vehicles.
- Students are expected to follow all Australian Road Regulations. Any reckless driving behaviour from a student may result in a ban upon the offender driving to school.

## 5. Completion and Assessment of Coursework

Satisfactory completion requires that all assessed coursework must be the student's own work, complies with due dates, meets the standards prescribed in the relevant study design, and the standards prescribed by the subject teacher.

### 5.1 Learning Outcomes

For each VCE Unit of Study there are prescribed Learning Outcomes which must be satisfactorily demonstrated by students to achieve an 'S' for that unit. Each outcome will involve students demonstrating key knowledge and key skills as outlined in the subject Study Design. The Study Design sometimes stipulates the task to be completed to demonstrate the skills and knowledge, however, they are more commonly set by the subject teacher. Teachers will give students details of these tasks at the beginning of each unit.

The subject teacher will determine satisfactory completion of each unit. Required outcomes for a VCE study cannot be modified. Students must be assessed against the criteria in the Study Design.

## 5.2 School Assessed Coursework (SACs)

All VCE Units of Study include assessment tasks which are based upon the outcomes prescribed for those units. The assessment tasks are used to determine whether a student has demonstrated key knowledge and key skills. These tasks are referred to as SACs, and the mark represents a component of the total school-based mark for that study.

Unit 1 & Unit 2 studies include SACs and they are set, monitored and graded by the teacher of each Unit. Levels of achievement for Units 1&2 are determined by the school and are not reported to the VCAA.

Unit 3 & Unit 4 studies include SACs and represents a component of the total school-based mark for that study. The results are given to VCAA who use them in the calculation of the Study Score for the subject.

- All SACs must be the student's own work and must be completed on time to the standard required in the relevant Study Design. Students must submit the work directly to the subject teacher. Work must be submitted by the specified due date and time indicated on the SAC Cover Sheet (Appendix F)
- A VCE School Assessed Coursework (SAC) Cover Sheet must be submitted with all SACs (Appendix F)
- SACs are primarily designed for completion during class time, which means students must come to class fully prepared with the appropriate materials, text, notes, charged computer etc. If tasks extend beyond one classroom session, the teacher will retain the SAC.
- VCE teachers, in consultation with the Graduate Pathways Coordinator, will organise the spread of SACs throughout the year to assist with the management of workload. However, the SAC dates need to allow time for marking, cross marking when necessary, and for the results to be submitted to the VCAA on time. The SAC calendar will be available to students at the beginning of a semester.
- Teachers will provide feedback to students including a grade and advice to students on particular areas for improvement. Students should read feedback and follow advice as indicated. **It is important to note that the initial Unit 3 & Unit 4 teacher assessment grade is subject to statistical moderation by the VCAA.**

The College will assess the standard of completion or demonstration by providing a grade from A-E for the task. Each VCE study has several graded assessments, determined by the teacher based on the subject's study design, and each grade contributes toward the student's study score for that subject.

The SAC grade will contribute to the final in-school marks given for the Unit of Study and will appear on the End of Semester report.

The SAC grades will be determined by the previous year's VCAA grade distribution for the particular subject. The VCAA grade distribution shows the distribution of grades from the previous year's cohort in Unit 3 and Unit 4 SACs, and the end of year external exam. This means that percentages associated with grades may vary per subject. The VCAA grade distribution for each subject is used as a guide for teachers to ensure their marking is in line with VCAA standards.\*

UG 'Ungraded'. This symbol does not indicate that a student's work has not been assessed but that it has not scored highly enough to receive a letter grade A+ to E. NA 'Not Assessed'. This symbol indicates that the student's work cannot be marked, usually because it has not been completed or because of failure to submit the relevant piece of work by the due date and time.

\*All grades provided by the school are subject to statistical moderation by VCAA.

### 5.3 Reporting

Each student undertaking VCE studies will be issued with a VCE Statement of Results from VCAA at the end of the year.

The VCAA Statement of Results indicates:

- 'S' if the student has satisfactorily completed a particular unit
- 'N' if the student has not satisfactorily completed a particular unit
- 'J' if the student is no longer attending a unit but have not officially withdrawn by signing a Student Exit form.

Students will not receive a Semester 2 Report at the end of their Unit 4 studies.

'N': A student receives an N for the unit when one or more of the requirements above (in S) is not achieved.

- The work does not demonstrate achievement of the outcomes
- The student has failed to meet the deadline for the assessment task, including if an extension of time has been granted for any reason including, special provision
- The work cannot be authenticated
- There has been a substantial breach of rules

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

- The J result should be used if a student is no longer attending class and has not submitted work for assessment.

## 5.4 Lost, Stolen or Damaged Work

In cases where work is lost, stolen, or damaged a written statement explaining the circumstances must be submitted.

The statement must be:

- Signed and dated by the student and parent/guardian
- Signed and dated by the Unit teacher
- Be accompanied by appropriate supporting documentation as required (e.g. earlier drafts, printouts which will act as verification of work, and assist where a derivative score is to be applied)
- Given to the Graduate Pathways Coordinator no later than the submission date of the task that was lost, stolen, or damaged.

If the lost, stolen, or damaged work was a school-based assessment task, the VCAA should be notified.

## 5.4 Authentication Process

Authentication issues are mainly related to work that is completed outside the classroom, or that may be attributed to another person such as an author.

The VCAA authentication rules state:

- Students must ensure that all unacknowledged work submitted by them is their own. A declaration of authenticity may need to be signed for work completed outside the classroom.
- Students must acknowledge all resources used:
  - a. This will include text, websites and other source materials
  - b. the name(s) and status of the person(s) who provided the assistance, as well as the type of assistance provided.
- Students must not accept any undue assistance from any person in the preparation and submission of work.
  - a. **Unacceptable levels** of assistance include: using or copying another person's work or resources without acknowledgement, providing actual adjustments or improvements for a student's work, or dictating or directing a student to insert a particular text. The issue of copying and plagiarism and the consequences thereof are set out by the VCAA and the College Academic Integrity and Plagiarism Policy.

- b. **Acceptable levels** of assistance include: the incorporation of ideas or material derived from other sources (for example, by reading, viewing or note taking), but which have been transformed by the student and used in a new context. Prompting and general advice from another person, which leads to refinements and/or self-correction.
- A student must not submit the same piece of work for assessment in more than one study, or more than once within a study.
- A student must not circulate or publish written work that is being submitted for assessment in a study in the academic year of enrolment.
- A student must not knowingly assist another student in a breach of rules.

Authentication of student work is supported by only providing specific details of school-based assessed coursework just prior to the commencement of the task. Students may be issued with details:

- a. In the lesson(s) just prior to the completion of a task in order to allow research and preparation.
- b. In the same lesson that the work is to be completed where specific prior preparation is not required or permitted.
- Students are not to take pre-prepared notes into classes for SACs where these specifically answer or address coursework questions or criteria ***unless specifically permitted by the Study Design or by any other vehicle of official communication from the VCAA***. Any such materials, if found, will be confiscated by the subject teacher until the expiry of the period in which the coursework is undertaken.

### **Authentication of SACs completed outside of the classroom**

As some SACs may be completed outside the classroom, students will need to be able to authenticate the work as their own. In order to attest that the work is genuinely that of the student, students may be required to:

- Provide evidence of the development of the work
- Discuss the content of the work with the teacher and answer questions to demonstrate their knowledge and understanding of the work
- Provide samples of other work
- Complete, under supervision, a supplementary assessment task related to the original task
- Attend an interview or complete a test to demonstrate his or her understanding of the work.
- Sign a VCAA Authenticity Declaration Form

The onus is on the student to provide evidence that the work submitted was their own and was completed in accordance with the VCAA's requirements.

## 5.5 Breach of Authenticity

If the College is not satisfied that the work has been completed by the student and that there has been a breach of authentication, the College will follow procedures set out in its Academic Integrity and Plagiarism policy. The Principal may:

- Refuse to accept the part of the work which infringes the rules
- Award an 'N' Not Satisfactory for a unit
- Give the student the opportunity to resubmit work
- Place other conditions on future completion of work

## 5.6 Academic Integrity and Plagiarism

Red Rock Christian College values integrity as one of its core values, including integrity within one's work. Section 5.5 sets out the VCAA rules for submission of work, which must be followed. Red Rock Christian College's Academic Integrity and Plagiarism policy sets out its expectations and processes for investigating alleged breaches of integrity. Breaches of integrity within ones work are serious and could impact their final VCE outcomes.

Below are a few suggestions to help protect yourself against such breaches:

### **Student Guidelines on Avoiding Plagiarism:**

1. If working individually, do not allow your work to be copied by anyone else.
2. If you see another student's work, do not submit that work as your own.
3. When you collect information, keep a record of where that information came from so you can correctly reference it.
4. Use multiple sources where possible. Instead of relying on one source of information for your assignment, find and read a number of sources.
5. Try to come up with your own ideas on the subject matter. Do not copy and paste into your assignment. Instead, put the ideas into your own words (this is paraphrasing), summarise the ideas or quote directly. When quoting, paraphrasing or summarising, plagiarism will be avoided by properly referencing your sources of information or ideas.
6. 'Common knowledge' is information which is widely known, cannot be contested and can generally be found in numerous sources. Such information does not have to be cited. Examples include 'Sydney is the capital city of New South Wales' and 'Shakespeare's character of Macbeth is a Scottish noble who kills his ruling monarch, King Duncan.'
7. In some instances, you may also need to include a reference list. This will include more information about your sources than you used in your citations and will assist a reader to find the sources you have used.
8. Properly referencing an assignment takes time, so allow time.
9. Refer to the Style Guide provided by the College when constructing reference lists.

## 5.8 Appeals Against College Decisions

A student may utilise his/her right of appeal to the VCE Appeals Committee in regard to a decision about any penalty imposed by the College related to assessment, discipline, or attendance.

The Appeal Committee will consist of at least three members: the Principal and/or Head of Secondary, Graduate Pathways Coordinator, and the relevant subject teacher.

A student wishing to request an appeal must make a written request to the Graduate Pathways Coordinator within 14 days of the grievance. The student lodging the appeal may have a support person present, but this person is not to advocate on behalf of the student.

The student will be notified of the time and location of the appeal in writing at least 24 hours before the meeting. Any decision made by the Appeals Committee will be conveyed to the student in writing within 14 working days of the appeal meeting.

Section 2.5.21 of the Education and Training Reform Act 2016 provides that a student may appeal to the VCAA against a decision by the College, and any penalty imposed by the College, in respect of a contravention of the assessment rules of the VCAA relating to School-based Assessments. This includes authentication rule breaches. This does not apply to decisions about the satisfactory completion of a course arising from a student's attendance, or other disciplinary decisions not arising from breaching VCAA assessment rules.

If a student wishes to appeal against a College decision, they must appeal in writing to the Chief Executive Officer of the VCAA no later than 14 days after the student receives written notice of the decision from the College. The VCAA will nominate an officer of the VCAA to interview the parties to the appeal and attempt to resolve the matter.

## 5.9 Redeeming Outcomes From 'N'

If, in the judgement of the teacher, work submitted by a student does not meet the required standard for satisfactory completion, the teacher may consider other work relating to outcomes undertaken and submitted by the student for the unit.

All students should be provided with reasonable opportunities to demonstrate the achievement of learning outcomes. Where a student has not been able to demonstrate the achievement of a learning outcome the teacher should provide the student with details of how their result can be redeemed. These details should include:

- The learning outcomes which have not been achieved
- The type of redemptive tasks which need to be completed
- The due date of redemptive tasks
- Redemption tasks will only be available to students who have participated in and completed the majority of tasks leading up to the assessment



When a SAC is used to demonstrate achievement of learning outcomes and the teacher makes the judgement that the result is Not Satisfactory, the student should be provided with an opportunity to gain a satisfactory pass for the unit. However, the original assessment will apply for scoring purposes. Students may not resubmit work to improve a score, only to demonstrate Satisfactory completion.

If a student receives an 'N' for any Unit, and they do not take the opportunity presented to achieve an 'S', then that student will receive an 'N' for the Unit. This means that the Unit will not contribute to the student's VCE and may mean they are not eligible to be awarded the VCE at the end of their Graduation Year (typically Year 12).

### 5.10 The Australian Tertiary Admissions Rank (ATAR)

The Australian Tertiary Admissions Rank (ATAR) is a number from 0.00 to 99.95 which represents a student's rank in comparison with other students completing VCE in the same year. It is calculated using a student's Unit 3&4 scaled results. To be awarded an ATAR, a student must satisfactorily complete:

- Unit 3&4 English (any of the three English on offer)
- At least three other sequences of Units 3&4
- Obtain a study score in all of these.

The ATAR is calculated as follows:

- The student's English score, plus
- The scores of their next best three permissible studies, plus
- 10 percent of the scores for any fifth and sixth study, which they have completed
- The total is then ranked with other students completing VCE in the same year.

If the student has more than six results, the English score plus the five scores that give the highest ATAR are used. The calculation of the ATAR is separate to the satisfactory completion of the VCE. For further information about scaling and the calculation of the ATAR, refer to 'The ABC of Scaling' published by VTAC.

<http://www.vtac.edu.au/publications/>

### 5.11 The GAT

All students enrolled in one or more VCE Unit 3 – 4 sequence are expected to sit the General Achievement Test (GAT).

The GAT is an essential part of the VCE assessment procedure. Although GAT results do not contribute directly towards VCE results, they play an important role in checking that School-based Assessments and external assessments have been accurately assessed. GAT results are used in the calculation of the Derived Examination Score (DES).

The GAT is used as part of a final check on external assessment scores. If the final score for an external assessment is significantly different to the score predicted by the GAT, school indicative grades and any other external assessment final for the study, the external assessment will be assessed again by the chief assessor. Scores may go up or stay the same but will not go down as a result of this final check.

## 6. Special Provision

Special Provision may be granted in cases where special needs arise, such as **significant illness or hardship or an approved learning disability** where students are not able to meet the criteria for attendance or satisfactory completion. At the same time, students granted Special Provision are not exempt from meeting the requirements for satisfactory completion.

There are three types of Special Provision:

1. Classroom Learning
2. School-based Assessment
3. VCE External Assessments including the GAT

All Special Provision Considerations will be in adherence with current VCAA requirements.

Eligibility for internal special provision is determined by the Graduate Pathways Coordinator and based on the advice from VCAA:

1. Applications must be accompanied with appropriate documentation such as a doctor's certificate, funeral notice or other professional documentation to support eligibility for Special Provision.
2. Depending on the circumstances and requirements for privacy, relevant staff may be made aware of the circumstances.
3. Teacher absence or other teacher-related difficulties are not acceptable grounds for special provision.
4. A student mis-reading a coursework document, an examination timetable or an examination paper, or failure of technology will not be eligible for special provision.
5. Students experiencing illness at the time of the exam or extreme circumstances in the two weeks prior to the exam may apply for a Derived Exam Score. Application forms are available from the Graduate Pathways Coordinator. Supporting material must be provided to the VCAA from qualified professionals.

Eligibility for VCE external assessments, the VCAA is responsible for determining eligibility and for granting approval in the form of Special Examination Arrangements and the Derived Examination Score.

## 6.1 Curriculum Delivery and Classroom Learning

In cases where students are adversely affected by acute or chronic illness, long-term impairment or disability or personal matters, special provision may be granted in one of the following ways:

- Rescheduling classroom activities
- Setting a substitute task of the same type
- Replacing a task with a different type
- Using technology, or aides to complete classroom learning
- Extension of time to complete the task (work must be completed in the same way as other students)

In these cases, a VCE Support Group will be established including the Head of Wellbeing, Home Group Mentor and other support personnel as required. The Graduate Pathways Coordinator is to be consulted and approve adjustments.

## 6.2 School-Based Assessment

Special Provision may be granted for school-based assessment. If an assessment task is undertaken outside the usual time, the student must sign the VCAA Authentication Record for School-based Assessment.

## 6.3 Special Examination Arrangements

An application for modified examination arrangements can be made to the VCAA through the school. The VCAA has strict provisions regarding special examination arrangements including evidence and documentation from qualified third parties. Application forms can be obtained from the Graduate Pathways Coordinator.

## 6.4 Procedure for Applicants

It is the responsibility of the student to formally notify the Graduate Pathways Coordinator of the details of the circumstances relating to the student's application for Special Provision. The VCE Coordinator as early as possible that Special Provision will be sought

- Complete and return the Application form in a timely manner
- Include all relevant documentation – medical reports etc.

The College will:

- Determine whether the request for Special Provision is appropriate and consistent with eligibility requirements
- Ensure all information on the application is accurate, and that no alterations have been made
- Submit the application to the VCAA by the due date
- Advise the student and chief supervisor of any VCAA-approved arrangements

## 7. Distance Education

Students may wish to undertake a VCE Unit of Study not on offer at Red Rock Christian College. The Virtual Schools Victoria (VSV), and the Victorian School of Languages (VSL) offer a large range of VCE Units which may be a viable option for some students. Students wishing to undertake a VSV or VSL unit will need to undertake a conference with the Graduate Pathways Coordinator to consider all available options for the student including Video conferencing and similar course options offered by the College.

To undertake VCE units of Study by Distance Education, a student will need to be a motivated, independent learner. Their choice of VSV/VSL study will either not be available due to timetabling clashes or not on offer at the College.

There are costs associated for students undertaking VSV or VSL subjects and parents will need to consider the additional cost when making subject selections. Red Rock Christian College will appoint a Supervising Teacher who is available to administrate and assist the student should any difficulties arise. If a student falls more than three weeks behind in work, the VSV/VSL will contact the student and the College. Students must keep back-up copies of all work.

The College maintains a Distance Education Policy which addresses payment and other procedures.

## 8. VCE Review Panel

The Red Rock Christian College Concerns and Complaints Policy provides for parents and students to formally raise concerns. Red Rock Christian College will convene a VCE Review Panel to make decisions on any matters related to VCE. The VCE Review Panel will consist of at least three members; it will include the Graduate Pathways Coordinator, relevant subject teacher and it may include another appropriate staff member which may be the Head of Secondary, Principal or Head of Wellbeing. Any meetings of the VCE Review Committee must be minuted and a copy of the minutes sent to the Principal. If the Principal is not present at the meeting, the Principal will be informed of the outcome.

## 9. Useful Links

Further details about Study Designs and administration of VCE can be found at the VCAA website: <https://www.vcaa.vic.edu.au/Pages/vce/index.aspx>

The VCAA decides the timing of examinations for Units 3 & 4. The scheduled examination period is October/November. This includes Performance and Oral examinations. Examination information can be found on the VCAA website: <https://www.vcaa.vic.edu.au/Pages/vce/exams/index.aspx>

Victorian Tertiary Admissions Centre (VTAC): <https://www.vtac.edu.au/>

Elevate Education: Is a useful website for students to download a range of study resources, practice papers and study tips. <https://au.elevateeducation.com/>

UCAT: <https://www.ucat.edu.au/>

PDF Information: [https://www.ucatofficial.com/media/1256/ucat-launch-flyer\\_final-printed.pdf](https://www.ucatofficial.com/media/1256/ucat-launch-flyer_final-printed.pdf)

**University Clinical Aptitude Test replaces the Undergraduate Medicine and Health Sciences Admissions Test (UMAT)**

**Students who wish to study Medicine and some Health Sciences (Dentistry, Physiotherapy, Pharmacy) must undertake the UCAT.**

# Appendix A: Graduate Declaration Form



<b>Family name</b>			
<b>Given name(s)</b>			
<b>Compass ID:</b>			
<b>Student email</b>			@redrock.vic.edu.au
<b>Academic Year</b>			
<b>Graduate Program</b>	<input type="checkbox"/> Scored VCE <input type="checkbox"/> Unscored VCE <input type="checkbox"/> VCE Vocational Major (VM)		
<b>Declaration</b>	<input type="checkbox"/> I confirm that I have carefully read the Red Rock Christian College Graduate Student Policy Handbook. <input type="checkbox"/> I understand the policy and procedures and my responsibilities. <input type="checkbox"/> I agree to abide by the VCAA and Red Rock Christian College VCE Rules. <input type="checkbox"/> I have retained a copy of the VCE Handbook for future reference.		
<b>Student Signature</b>		<b>Date</b>	
<b>Parent Signature</b>		<b>Date</b>	

COLLEGE USE ONLY			
<b>Graduate Pathways Coordinator</b>		<b>Date</b>	
<b>Head of Secondary's Signature</b>		<b>Date</b>	
<b>Has this application been entered into Compass and filed?</b>	<input type="checkbox"/> Yes	<b>Date entered</b>	

# Appendix B

## de Enrolment Variation Form | 202



Please complete this form and return it to the Graduate Pathways Coordinator. Before your request is approved, you will need to discuss with the Graduate Pathways coordinator the reasons for your changes. You will receive an email letting you know if your request has been approved.

<b>Family Name</b>		<b>Given Name(s)</b>	
<b>Student Email</b>			
<b>Subject Withdrawing From</b>		<b>Teacher</b>	
<b>Reason for Withdrawal</b>			
<b>Subject Wishing to Enroll Into</b>		<b>Teacher</b>	
<b>Reason for Enrolment into New Subject</b>			
	<input type="checkbox"/> I have spoken with my subject teacher about withdrawing from their subject <input type="checkbox"/> I have spoken with the subject teacher about enrolling into their subject		
<b>Student Signature</b>		<b>Date</b>	
<b>Parent Signature</b>		<b>Date</b>	

ADMIN USE ONLY					
<b>Outcome</b>	<input type="checkbox"/> Approved <input type="checkbox"/> Not approved	<b>de din</b>	<b>signature</b>	<b>Date</b>	
<b>Has this application been entered into VASS?</b>	<input type="checkbox"/> Yes		<b>Date Entered</b>		
<b>Entered into Timetabling Solutions</b>	<input type="checkbox"/> Yes		<b>Date Entered</b>		
<b>Form Filed (hard copy or soft copy)</b>	<input type="checkbox"/> Yes		<b>Date Filed</b>		

# Appendix SAC Reschedule Form



Please complete this form and return it to the **de** **Coordinator**.

<b>Checklist</b>	<input type="checkbox"/> I have informed my subject teacher via email <input type="checkbox"/> I have the required information to attach to this document		
<b>Family Name</b>			
<b>Given Name(s)</b>			
<b>Student Email</b>			
<b>Subject</b>		<b>Unit and AoS</b>	
<b>Date of SAC</b>		<b>Subject Teacher</b>	
<b>Assessment Name</b>			
<b>Reason for Special Provision (attach evidence or additional sheet e.g. medical certificate/professional assessment etc.)</b>	<input type="checkbox"/> Medical / Illness <input type="checkbox"/> Disability <input type="checkbox"/> Compassionate grounds <input type="checkbox"/> Other (please specify): _____		
<b>Student Signature</b>		<b>Date</b>	
<b>Parent Signature</b>		<b>Date</b>	

<b>ADMIN USE ONLY</b>			
The student must demonstrate clear grounds of eligibility for Special Provision for alternate assessments in keeping with Red Rock Christian College's VCE and assessment policy.			
<b>Outcome</b>	<input type="checkbox"/> Approved <input type="checkbox"/> Not approved	<b>Reason (if not approved)</b>	
<b>Subject Teacher Signature</b>		<b>Date</b>	
<b>de din     i n     e</b>		<b>Date</b>	



# Appendix Permission to Drive to and from the College Form



This form must be completed by any student who intends to drive to school either occasionally or regularly, or any sibling granted permission to be a passenger either occasionally or regularly with their sibling student driver. Students are not permitted to drive to school until this form has been completed and submitted to the Graduate Pathways Coordinator or the Head of Secondary.

<b>Family name</b>						
<b>Given name(s)</b>						
<b>Compass ID:</b>						
<b>House</b>						
<b>Student email</b>						@redrock.vic.edu.au
<b>Student mobile number</b>						
<b>Vehicle information</b>	<b>Make</b>				<b>Model</b>	
	<b>Colour</b>				<b>Registration number</b>	
<b>Licence information</b>	<b>Licence number</b>		<b>Licence expiry</b>		<b>Issuing state/Country</b>	
<b>Driver's Parent/Guardian Consent</b>	I give permission for my child to drive to school and to take sibling passengers indicated on this form. I am aware of the school requirements regarding students driving to school. I understand the school is not responsible for my child's vehicle while on school grounds.					
<b>Parent Signature</b>					<b>Date</b>	
<b>Siblings</b>	<b>Sibling 1</b>	<b>Sibling 2</b>		<b>Sibling 3</b>		<b>Sibling 4</b>
<b>Sibling's Parent/Guardian Consent</b>	I give permission for the driver listed to drive to school and to take sibling passengers indicated on this form. I am aware of the school requirements regarding students driving to school. I understand the school is not responsible for my child's vehicle while on school grounds					
	<ul style="list-style-type: none"> <li>• When driving your vehicle, you will adhere to all Australian Road Regulations.</li> <li>• You are to ensure that your conduct when driving your vehicle to and from school reflects the College values.</li> <li>• It is strongly recommended that your family insure your vehicle for any possible, accidents, theft, breakage or property damage. The College is not responsible for the maintenance of, damage, theft or accidents that involve of your vehicle.</li> <li>• You are not permitted to drive your vehicle during the school day without written consent from your Parents/Guardian.</li> </ul>					
<b>Student Signature</b>					<b>Date</b>	
<b>Has this application been entered into Compass and filed?</b>	<input type="checkbox"/> Yes				<b>Date entered</b>	

# Appendix Request for Study Leave Form



This form will need to be completed by any student wishing to complete study sessions at home.

You will need to complete this form, return it to the Graduate Pathways Coordinator, and discuss with them your reasons for requesting study leave. The Graduate Pathways Coordinator will email you and your parents letting you know the outcome of your request.

<b>Family Name</b>			
<b>Given Name(s)</b>			
<b>Student Email</b>			
<b>Study Sessions Day and Sessions</b>			
<b>Reason for Wanting to Study from Home</b>			
<b>Declaration</b>	I declare that I will use my study leave wisely to work on subject content. I understand that I need to carry my Study Leave Card and show this at the office on arrival and departure outside of normal school hours. I understand that my attendance record for my distance education subject must stay within Red Rock Christian College attendance expectations of a 90% attendance rate.		
<b>Student Signature</b>		<b>Date</b>	
<b>Parent Signature</b>		<b>Date</b>	

<b>ADMIN USE ONLY</b>			
The student must demonstrate clear grounds of eligibility for Special Provision for alternate assessments in keeping with Red Rock Christian College's VCE and assessment policy.			
<b>Outcome</b>	<input type="checkbox"/> Approved <input type="checkbox"/> Not approved	<b>Reason (if not approved)</b>	
<b>Graduate Pathways Coordinator Signature</b>		<b>Date</b>	
<b>Has this application been entered into?</b>	<input type="checkbox"/> VASS <input type="checkbox"/> Compass	<b>Date entered</b>	
		<b>Date filed</b>	



# Appendix F: School Assessed Coursework (SAC) Cover Sheet for Year 11 and Year 12 Secondary

Student Name: \_\_\_\_\_

<b>Course/Study</b>	<i>[Subject]</i>	<b>Unit and AoS</b>	Unit 1 AoS 1B
<b>Unit Title</b>	<i>[Should come from the study design]</i>	<b>Term &amp; Week</b>	Term 1, Week 7
<b>Teacher</b>	Mrs. Hannah Warner	<b>Due Date</b>	Fri 12 <sup>th</sup> March
<b>Duration &amp; Time</b>	<i>[How long will the SAC last; what time will it run]</i>		

<b>SAC Task</b>	<i>[A description of the SAC task and what is required to complete it e.g. word length, multiple choice questions, short answer responses, essay, long answer, practical task etc.]</i>
<b>Permitted Material</b>	Blue or black pens ONLY Dictionary Planning and drafting materials <i>[Any other things relevant to your subject e.g. calculator]</i>

<b>Declaration of Authenticity</b>	I declare that this School Assessed Coursework (SAC) was written by me and in my own words, except for quotations from published and unpublished sources which are clearly indicated and acknowledged. I am conscious that the incorporation of material from other works or a paraphrase of such material without acknowledgement will be treated as plagiarism, according to the College's VCE Student Handbook. I also confirm that I have read and understood 5.6 Breach of Authenticity, 5.7 Academic Integrity and Plagiarism of College's VCE Student Handbook.		
<b>Student Signature</b>		<b>Date</b>	