This booklet is designed to assist senior school students and their parents understand the requirements of Berwick College and the Victorian Curriculum and Assessment Authority (VCAA) for students undertaking VCE, VET and VCAL studies.

Students in the Senior School have greater responsibility for their own learning and management of their course. It is important that they establish their priorities for the year and ensure that organising time for study, homework and research are high on their list if they want to do well. Year 10 students are expected to complete a minimum of 6 hours of homework a week, Year 11 students 10 to 15 hours and Year 12 students 15—20 hours per week. Students, at times, will need to do more than this to complete all required tasks. This is their opportunity to optimise their chances of being a successful applicant for university, college or TAFE course, or for employment in the workforce.

SENIOR SCHOOL STAFF

Mr Pat Mulcahy  
Senior School Assistant Principal
Ms Rachel Edwards  
Senior School Leader
Mr Chris Sacco  
Year 12 Coordinator
Ms Lexie McGill  
Year 12 Coordinator
Mrs Corinne Duhau  
Applied Learning Leader
Mrs Karen Crawley  
Careers / VET Leader/MIPS Coordinator

AIM OF SENIOR SCHOOL TEAM

- To assist students to successfully complete Year 10, VCAL, VET or VCE
- To assist students in meeting deadlines
- To assist students to develop organisational skills
- To provide assistance to students requiring alternative educational paths and/or career paths
- To assist teachers with the administrative requirements of the Senior School

STUDY SKILLS

The key to being successful is ORGANISATION. Students must plan their time and how it is to be used. A wall planner in their bedroom or place of study to show them at a glance what needs to be completed during the year/unit is a good start.

Organisation of time means establishing regular working times on a weekly basis. Preparing a work timetable at the beginning of each week is useful, setting times especially a starting time. A reasonable amount of time should be allocated to each subject or unit. This will vary throughout the year and it will depend on Examination schedules, and for Year 11 and 12 students, School Assessed Task (SAT) and School Assessed Coursework (SAC) dates also.

The timetable must be realistic. Few people can work effectively for long periods of time, so sensible breaks should be built into the timetable, allowing for other commitments such as family, sport and employment.

Here are some handy hints to help students plan:

- Know when School based Assessment Tasks, School Assessed Tasks and School Assessed Coursework are due or scheduled and allow enough time to be fully prepared for them.
- Prepare for any tests by revising classwork and research over several nights.
- Place more difficult work in the early part of your timetable so that you are not tackling it when you’re tired.
- Avoid doing your most difficult subjects one after the other.
- Never procrastinate. Do not delay work just because it is not due.
- Be prepared to adjust your timetable according to your experience.
- If you have difficulty with planning and organisation, seek assistance.
Government schools are not fully funded for all programs or resources. To make up the short-fall the College Council has set annual fees for all year levels in addition to specific subject fees. Parent/guardian’s payment of these set fees ensures Berwick College continues to provide high quality educational programs and facilities.

- College Council specific fee for Years 9 to 12 is $200:
  - VCE Units 3 and 4—Edrolo program—$25 per subject. Psychology, Maths Methods, Further Maths, Business Management, Health and Human Development, Legal Studies, Accounting, Chemistry, Physics, Biology, Physical Education
  - Students who have been selected for the High Achievers Program, Basketball or Dance Academy will incur additional costs. Some elective subjects will also incur additional charges. (Please refer to the enclosed Year 9-12 College Fees and Curriculum Charges sheet for more comprehensive fee information.)
  - Books are purchased through Lamont Books Pty Ltd via the booklist which will be sent separately later in the year.

The Victorian Government has announced $148.3 million over four years for the Camps, Sports and Excursions Fund (CSEF) to ensure all eligible students are able to participate in school trips and sporting activities. If you hold a valid means-tested concession card or are a temporary foster parent, you may be eligible for CSEF. An allowance of $225 per eligible secondary school student will be paid directly to Berwick College to use towards expenses relating to camps, excursions or sporting activities for the benefit of the student. (Please note: This money cannot be put towards electives and school fees)

You will need to fill out a new application form when commencing at Berwick College. Application forms may be downloaded from: www.education.vic.gov.au/csef

Closing Date: Applications should be lodged at the school by 28th February 2017.
COLLEGE UNIFORM AND DRESS CODE

The uniform should be worn correctly, neatly and in clean condition. All students from Years 7 to 12 are expected to wear full school uniform from the time they leave home to the time they return home.

Due to safety issues, staff must be able to recognise Berwick College students.

To reinforce College policy, parents who wish to enrol children at Berwick College are required to give an undertaking to abide by the school uniform policy (found on the Permission Return Slip). All students out of uniform should have a note from their parent/guardian and report to their home group teacher before school commences. Referral is made to the Student Learning Leader for major uniform breaches.

### GIRLS SUMMER UNIFORM
- College blazer with logo
- Summer dress
- School jumper: 
  - Years 7 – 9: dark royal blue V-neck jumper with College logo
  - Years 10 – 12: navy blue v-neck jumper with College logo
- Plain (no logo) short white socks (above ankle)

### BOYS SUMMER UNIFORM
- College blazer with logo
- White short sleeve shirt with College logo
- School jumper: 
  - Years 7 – 9: dark royal blue V-neck jumper with College logo
  - Years 10 – 12: navy blue v-neck jumper with College logo
- Grey shorts with College logo
- Plain (no logo) short grey socks (above ankle)
- School tie

### GIRLS WINTER UNIFORM
- College blazer with logo
- Long sleeve blouse with College logo
- Winter skirt or navy slacks with logo
- School jumper: 
  - Years 7 – 9: dark royal blue v-neck jumper with College logo
  - Years 10 – 12: navy blue v-neck jumper with College logo
- Navy tights or navy socks (above ankle) - not to be worn with the summer dress
- School tie

### BOYS WINTER UNIFORM
- College blazer with logo
- White long sleeve shirt with College logo
- Grey trousers with College logo
- School jumper: 
  - Years 7 – 9: dark royal blue v-neck jumper with College logo
  - Years 10 – 12: navy blue v-neck jumper with College logo
- Plain (no logo) short grey socks (above ankle)
- School tie

### GIRLS SHOES
- Regulation black polishable buckle style shoes or polishable black Oxford style lace up shoes only

### BOYS SHOES
- Regulation black Oxford style polishable lace up shoes only

### GIRLS AND BOYS SPORTS UNIFORM
- Sports polo with College logo
- Sports shorts with College logo
- Micro fibre track pants with College logo
- Sports jacket with College logo
- Rugby top with College logo

**Please Note:** The Rugby top is not allowed to be worn outside of a PE class, sports class or sports-related excursion. Students found to be wearing it as part of their every day attire will be asked to remove the top.

### GIRLS AND BOYS SCHOOL BAG
- School bag with College logo (compulsory)

### PERMISSIBLE JEWELLERY
All allowable jewellery is worn at the owner’s risk. Students are permitted to wear: one watch, one plain bracelet (removable), one plain finger ring (removable), one neck chain (worn under clothing), two plain ear studs or sleepers per ear. One piece of discreet facial jewellery, as defined by the Principal class of the college, such as eyebrow studs, chin studs, nose studs. Nose rings, septum bars and ear spacers are not permitted.

**Note:** Jewellery that does not comply with the above or is considered a health and safety risk will be required to be removed, e.g. large rings, jewellery with spikes.

### PERMISSIBLE MAKEUP/HAIR COLOUR
Natural coloured cosmetics only. Excessive make-up is not permitted. Only natural hair colour tones are acceptable.

### TATTOOS
All tattoos must be covered by an item of clothing and must not be visible.
COLLEGE UNIFORM

Noone Imagewear
Shop 4
Beaconsfield Hub
52-62 Old Princes Highway
BEACONSFIELD 3807
Telephone: 9769 9093
Fax: 9769 5345
Email: beaconsfield@noone.com.au

TRADING HOURS:
Monday to Friday 9am – 5pm
Saturday 9am – 1pm

CREDIT CARDS & EFTPOS
All major cards accepted and in-store EFTPOS facilities available

SECONDHAND TEXTBOOK AND UNIFORM TRADING

SUSTAINABLE SCHOOL SHOP
Buy and Sell second-hand textbooks, calculators, sporting items, musical items, stationery and uniforms
Simply register on the Sustainable School Shop website: www.sustainableschoolshop.com.au
- List Wanted and For Sale Ads (browsers tell each other what they require and what they have to sell).
- The school’s book and uniform lists are loaded into the system to make the Ad listing process easy, fast and accurate.
- The Ad Matching service shows you exactly the right items to buy, who has the most items you need and the cheapest items.
- Assistance is provided to accurately price items.
- Buyers contact sellers and arrange where and when to transact.
- Excellent email and telephone helplines are provided. Telephone 1300 683 337
- Browse and search for free. Advertise for $1.00 per item.
- Annual subscriptions $19.95 (includes Ad Matching)

TIQBIZ

Tiqbiz is a supplement to our other forms of communication with parents, School Council, staff and students.
This free communication app is easy to use and will enhance your connection to our school community. You will receive reminders of special events, have quick access to key calendar dates, canteen menu and the ability to email attendance notification.

Our elite programs, the Berwick College Dance Academy and Berwick College Basketball Academy have their own icon so you can receive specific information relating to these areas.

To get Tiqbiz onto your phone or ipad, go to the App store, and search for and download Tiqbiz.
- Open Tiqbiz and register/log-in.
- Click ‘Find boxes’ and search Schools, Secondary to find Berwick College. Select us from the results.
- Tick the grey boxes that apply to you, when the box turns green you’re connected.
- Click on the Inbox icon and you will receive our instant messages.
At Berwick College we have established eight communities within the College. Each community is called a Learning Team.

The Learning Teams are Chisholm, Dunlop, Flynn, Frost, Hollows, Kenny, Monash, and O’Donoghue and are representative of significant Australians who have contributed to society. Each team contains approximately 170 students from years 7-11. The purpose of this is to give the students a link and support other than their immediate peer group.

Each of the Learning Teams contains seven Home Groups.

Each Home Group contains approximately 24 students from years 7-11.

Students are organised for classes in year level groups.

One of the primary functions of Home Group teachers is to develop a positive personal relationship with each of the students under their care, as well as their families.

The Home Group teacher is the primary contact point for the parents of the 24 students under their care.

**ATTENDANCE OFFICERS**

<table>
<thead>
<tr>
<th>Chisholm, Hollows, Frost, Monash, Year 12</th>
<th>Sharyn Collins</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8758 1051</td>
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</tbody>
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<table>
<thead>
<tr>
<th>Dunlop, Kenny, Flynn, O’Donoghue</th>
<th>Robyn Batch</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>8768 1086</td>
</tr>
</tbody>
</table>
Berwick College is a learning community focussed on improving learning for everyone in our College. We want to ensure that our students are engaged and inspired to strive for excellence in learning.

Our curriculum is underpinned by the Victorian Curriculum and enables students to undertake a variety of subjects from different domains.

A cornerstone of Berwick College’s values is Pathways. We offer a breadth of subjects and pathways to cater for all student interests in the senior years including the Victorian Certificate of Education (VCE) or the Victorian Certificate for Applied Learning (VCAL). Vocational Educational Training in schools (VETis) is available to all students in Years 10-12.

At Berwick College we are committed to providing excellence in learning for all of our students.

Detailed information about our pathways are available on the Berwick College website under the curriculum tab.

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**SCHOOL PHOTOS 2017**

Students will have their school photos taken by SchoolPix on 9th February 2017.

During the first week of school in 2017 your son/daughter will be given an envelope with an explanation of what is available in the various packages. Most packages have class group photographs that are composite groups and individual portraits. The standard package is approximately $45.

**Important:** Parents with more than one child must complete an envelope for each student, even if all monies are enclosed in the eldest student’s envelope.

- Students hand their completed envelope, with payment, to the photographer on the day their individual portrait is taken.
- Late payments will not be accepted.
- Late payments are to be sent directly to SchoolPix, P.O. Box 5222, Hallam, Vic. 3803

**NO MONEY IS TO BE PAID OR HANDED IN TO THE SCHOOL**

All students will have a portrait and class photo taken whether photo packages are being purchased or not. The photos are also used to generate student ID cards. ID cards are used for official identification purposes. Students often use the ID card for out of school proof of age and identity.

Should your student be absent to have his/her photo taken on the day photos are taken, there will be a ‘mop-up’ day later in Term 1.
The College is serviced by bus routes from Cranbourne, Five Ways, Beaconsfield, Berwick South, Timbarra, Berwick Station, Upper Beaconsfield, Fountain Gate, Oatlands, Narre Warren North, and Pakenham. Some students travel by train to Berwick or Beaconsfield Railway stations and connect with school buses.

Currently there are 13 morning runs and 12 afternoon runs that service Berwick College; buses stop at MET bus stops.

Route details are available on the College Website under ‘General Information; Buses’ and click on the ‘Bus Handbook’ at the bottom of the page.

Students must use a myki card to travel on all buses except the Upper Beaconsfield buses and the Narre Warren North buses. See below for specific information for these buses.

Upper Beaconsfield: Two buses run to/from this area. Students must pay a $1.50 one way to travel on these buses or $3.00 for a return ticket. These buses DO NOT accept a myki card. A term pass is also available for $117.90 as set by the Public Transport Authority.

Narre Warren North: One bus runs from Wellington Road, Jacques Road, and the Memorial Drive area. This bus is a contract bus and no fare is required. The bus company is paid directly by the government for this service.

**BELL TIMES**

<table>
<thead>
<tr>
<th>DAY</th>
<th>HG</th>
<th>PERIOD 1</th>
<th>PERIOD 2</th>
<th>RECESS</th>
<th>PERIOD 3</th>
<th>PERIOD 4</th>
<th>LUNCH</th>
<th>PERIOD 5</th>
<th>PERIOD 6</th>
</tr>
</thead>
<tbody>
<tr>
<td>Mon</td>
<td>Home Group 9.00-9.10</td>
<td>SINGLE</td>
<td>SINGLE</td>
<td>RECESS</td>
<td>11.15 - (12.02) - 12.49 (94 min)</td>
<td>LUNCH</td>
<td>DOUBLE</td>
<td>52 min</td>
<td>1.41 - (2.28) - 3.15 (94 min)</td>
</tr>
<tr>
<td>Tue</td>
<td>Home Group 9.00-9.20</td>
<td>DOUBLE</td>
<td>RECESS</td>
<td>SINGLE</td>
<td>SINGLE</td>
<td>LUNCH</td>
<td>DOUBLE</td>
<td>52 min</td>
<td>1.46 - (2.30) - 3.15 (89 min)</td>
</tr>
<tr>
<td>Wed</td>
<td></td>
<td>DOUBLE</td>
<td>RECESS</td>
<td>DOUBLE</td>
<td>LUNCH</td>
<td>SINGLE</td>
<td>SINGLE</td>
<td>52 min</td>
<td>1.30 - 2.20 (50 min) 2.20 - 3.10 (50 min)</td>
</tr>
<tr>
<td>Thu</td>
<td>Home Group 9.00-9.30</td>
<td>DOUBLE</td>
<td>RECESS</td>
<td>SINGLE</td>
<td>SINGLE</td>
<td>LUNCH</td>
<td>DOUBLE</td>
<td>52 min</td>
<td>1.46 - (2.31) - 3.15 (89 min)</td>
</tr>
<tr>
<td>Fri</td>
<td>Home Group 9.00-9.10</td>
<td>DOUBLE</td>
<td>RECESS</td>
<td>SINGLE</td>
<td>SINGLE</td>
<td>LUNCH</td>
<td>DOUBLE</td>
<td>52 min</td>
<td>1.41 - (2.28) - 3.15 (94 min)</td>
</tr>
</tbody>
</table>

A warning bell will sound 8 min prior to the end of recess and lunch.

Times in brackets denotes half of double session or half of lunchtime.
STATEMENT OF RESULTS
The minimum requirements for obtaining the VCE is satisfactory completion of 16 units including:
- At least 3 units of English or English Literature or English as an Additional Language (EAL)
- At least 3 sequences of Units 3 and 4, other than English

NOTE: A unit is equal to a semester and approximately 100 hours duration.
VTAC advises that for the calculation of a student’s ATAR (Australian Tertiary Admission Rank), satisfactory completion of both Units 3 and 4 of English or English Literature is required.

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY (VCAA) RULES FOR STUDENTS
The VCAA has set down five rules which students must observe when preparing work for assessment. These rules apply to all assessment tasks:
1. Students must ensure that all unacknowledged work submitted by them is genuinely their own work.
2. Students must acknowledge all resources used. This includes text and source material, the name/s and status of the person/s who provided assistance and the type of assistance received.
3. Students must not accept undue assistance from any person. Undue assistance includes providing actual adjustments or improvements to a student’s work, or dictating or directing a student to include particular text.
4. Students must not submit the same piece of work for assessment more than once.
5. Students who knowingly assists another student in the breach of rules may be penalised.
In addition to observing the VCAA rules, students must also observe the rules of their school. Schools are responsible for administering the VCE rules and instructions. It is up to the school to develop courses that will provide opportunities for students to satisfactorily complete the units of their VCE studies and to complete the required graded assessments.

Students must understand:
- the work they need to do
- deadlines for submitting work
- the minimum class time attendance
- how to obtain an extension of time
- how to submit work
- internal school appeal procedures

For satisfactory completion of a unit a student must demonstrate achievement of each of the outcomes for the unit as specified in the study design. This decision will be based on the teacher’s judgement of the student’s performance on assessment tasks designated for the unit. The key knowledge and skills included in the study design will assist teachers in making this judgement.

Achievement of an outcome means:
- The work meets the required standard
- The work was submitted on time
- the work is clearly the student’s own
- There has been no substantive breach of rules

If all outcomes are achieved, the student receives ‘S’ (Satisfactory) for the unit. If any of the outcomes are not achieved, the student receives ‘N’ (Not Satisfactory) for the unit. Where the student has completed the work but there has been a substantive breach of class attendance, the student may be awarded ‘N’.

**YEAR 12 STUDENTS**
Students receive ‘S’ or ‘N’ plus grades for coursework. Outcomes are to be assessed by work done in class and by coursework.

**YEAR 11 STUDENTS**
Students receive ‘S’ or ‘N’ plus a global grade of which an exam is worth 25-50%. The actual percentage is determined by the faculty for each unit. In some units, the exam may be a performance exam (eg Dance; Music; Theatre Studies).

**REDEMPTION OF AN OUTCOME**
Teachers may offer a student the chance to redeem an outcome by doing a different task or by resubmitting work. Redemption of this nature is for ‘S’/‘N’ only; the original grade for the work stays. Such opportunities for redemption are the responsibility of the teacher, but must be applied consistently.
Coursework assesses each student’s level of achievement based on a selection of the assessment tasks designated in the study design.

Coursework assessment must be part of the regular teaching and learning program and must be completed mainly in class. Coursework must be completed within a limited timeframe and the scope of each task is restricted. The VCAA provides advice for teachers on the scope of the assessment tasks, the conditions under which they are to be completed and the criteria to be used for assessment. This advice is provided to limit student and teacher workload. It is the school’s responsibility to ensure consistency and fairness to manage student and teacher workloads.

**TASK SELECTION FOR COURSEWORK**

In most studies teachers select from a range of tasks designated for assessment of unit outcomes. Teachers may decide that all students will do the same task or they may give students some choice. Where there is a choice offered, the assessment tasks must be of comparable scope and demand. Task selection is a school decision and should be based on what suits the teaching program, the resources available and the needs and interests of students.

**TIME ALLOWED FOR COURSEWORK ASSESSMENT**

The VCAA provides advice on the amount of time each assessment task should take to complete and the timeframe over which the task should be completed. In most cases the times are expressed as ranges, rather than in absolute terms, and schools need to take into account their timetable arrangements when setting these tasks. Therefore, where there is more than one class in a subject, the tasks may be done on different days. Specific details of tasks, such as topics, should only be given to students just prior to the start of the task. This is to avoid potential problems or workload and authentication which may arise if students spend longer on the task than is specified.

**WORD RANGES**

The scope of most tasks is described as a word range. The range is sufficient to allow students to demonstrate achievement without requiring an excessive quantity of material. For coursework, there are no formal rules for what should and should not count in the word range. Word ranges for similar tasks in different subjects are consistent to ensure comparability of workload.

**CONDITIONS FOR COURSEWORK ASSESSMENT**

Most assessment tasks are to be completed mainly in class time. This does not preclude some of the work being completed out of class, for example where students are using computers to produce the work. In allowing students to complete any work out of class, teachers must be able to authenticate that work. Authentication is the responsibility of the student. It is the decision of the teacher whether to allow any coursework to be done out of class.

There are specific rules for student absence from coursework. These are detailed in the section on ‘Attendance’.

**DRAFTING**

The nature of coursework means that teachers should not be looking at draft material. Teachers are not required to formally sight drafts or to record their completion.

Teachers must not mark or provide comments on any draft of work that is to be submitted for coursework assessment.
TIMELINES AND DEADLINES
Schools are responsible for setting completion dates for coursework assessments and school-assessed tasks. The Senior School Leader will oversee this process. If a student does not submit work by the due date, the school may refuse to accept the work and award an ‘NA’ (Not Assessed).

SUBMISSION OF WORK
Students must submit work by the due date set by class teachers. In the event of illness or other factors making it impossible to complete work punctually, the student should see an extension from the appropriate subject teacher or Senior School Leader.

ABSENT FOR A SAC (SCHOOL ASSESSED COURSEWORK)
A student who is absent from a SAC must have a medical certificate and arrange with their teacher to re-sit at a suitable time after school within a week of the absence. Students will be supervised under SAC conditions in the Senior School.

Please Note: The only acceptable excuse for being absent on the due date for work or SAC is illness that can be explained by a medical certificate. SATs (School Assessed Tasks) must be submitted by the due date, they cannot be accepted after the due date.

INITIAL ASSESSMENT OF COURSEWORK
The school is responsible for the initial assessment of coursework. The basis for this is the teacher’s rating of the performance of each student. The school provides VCAA with the student’s score. Where there is more than one class in a particular subject, teachers will ensure comparability of assessments.

VCE SCHOOL ASSESSED TASKS (SATs)
Some subjects have SATs as part of their assessment. These count towards a student’s Study Score and ultimately towards a student’s ATAR in the same way as coursework.

SATs are practical tasks involving products or models completed over a long period of time. They exist in the following subjects: Art, Studio Arts and Visual Communication and Design.

Students must observe all rules outlined by teachers relating to SATs. In particular this applies to word lengths (where stated by the VCAA) and submission of the final work by the due date. Extensions will be granted only by the Senior School Leader and only for exceptional circumstances. (Computer or printer problems will not be accepted as grounds for extension.) If work is not submitted by the due date, it will not be accepted and ‘NA’ (Not Assessed) will be awarded.

SATs must be completed so that teachers can authenticate the work. Authentication is the responsibility of the student. Drafts and work in progress must be sighted by the teacher on a regular basis. Students will be required to sign a declaration stating that unacknowledged work as their own.

INITIAL ASSESSMENT OF SATs
The school is responsible for the initial assessment of SATs. This is based on criteria published by the VCAA. The school provides the VCAA with the student’s score.
VCE ASSESSMENT

ASSESSMENT AND MODERATION

Assessment of work for meeting outcomes is not moderated by the VCAA unless it is coursework or SATs.
Within the school, consensus of marking between teachers of the same subject is based on sampling and cross-marking.

Teachers’ assessment of coursework is moderated by the VCAA against the performance of the classes of each subject in the external examinations and the GAT. This takes the form of statistical moderation based on the spread and level of scores.

Assessment of School Assessed Tasks is moderated against the GAT and reviewed by the VCAA if necessary.

The VCAA retains the right to sample student work and to undertake authentication checks. For this reason, students must retain all their work until they receive final results at the end of the year.

VCE REDEMPTION OF A UNIT RESULT

Redemption may be offered to a student who has failed to satisfactorily complete only one unit in a semester.

Redemption will require the student to complete additional work to a satisfactory standard, as determined by the class teacher, in order to pass the unit.

Redemption may be offered provided that the student:

(a) has made a sustained effort throughout the semester;
(b) has completed all, or nearly all, the required assessment tasks;
(c) has maintained a satisfactory attendance record in the unit concerned (in accordance with the College attendance policy);
(d) would no longer be able to fulfil the VCE or ATAR requirements in the minimal time; and
(e) has not previously received redemption in a unit in the same subject.

The decision to offer redemption will be made by a Senior School leader in consultation with the class teacher, Student Learning Leader and the Assistant Principal.

There will be no opportunity to resubmit coursework for assessment.

ASSESSMENT: FEEDBACK TO STUDENTS

Most students will not receive any results from the VCAA until the end of the year. This is because internal assessments are statistically moderated against the external examinations and the General Achievement Test (GAT). However, the VCAA recommends that schools provide results of coursework and SATs to students with the proviso that students are informed that results may be adjusted.

Individual teachers will give students results of coursework once the results are finalised. Feedback will be in written form on a subject-based criteria sheet with optional descriptive comments. Unless the VCAA indicates otherwise, students’ work will be returned to them at the same time.

STUDENT APPEALS

A student who receives ‘N’ for a unit may appeal to the Assistant Principal for a review of the decision to award an ‘N’. The student must have substantial grounds for the appeal and must have abided by all school and VCAA rules in relation to assessment.

A student may further appeal to VCAA against a school decision relating to school based assessment. VCAA regulations relating to appeals can be obtained in writing from the Senior School Leader.
Special Provision arrangements allow schools and the VCAA to acknowledge that a student has completed work under the conditions of significant hardship.

Significant hardship may include:
- illness
- disability
- environmental factors (including family problems)

Such students may be assisted by:
- extra time to complete work
- assistance from aides
- alternative forms of assessment
- revised expectations of assessment
- special arrangements for completing examinations

For school based assessment, the school determines the final score, taking into account of the nature and extent of the hardship and any assistance received.

For externally assessed examinations, students can receive assistance in special circumstances (Special Exam Arrangements Application—for extra time or rest breaks) or they can apply for a Derived Examination Score. Such a score takes account of student performance on the GAT, school assessed work and any other available information.

Students whose studies have been affected by chronic disadvantage (such as disability, long term illness, difficult family circumstances or disadvantaged socio-economic background) and who wish to apply for entry to university of TAFE, can apply to VTAC for consideration by tertiary selection officers (SEAS Application).

Application for Special Provision of any type must be made to the Senior School Leader who will make a decision in conjunction with Student Learning Leaders, subject teachers and the Assistant Principal. Evidence of the nature, extent and effects of the disadvantage must be provided.

REPORTING

All senior school students will receive an Interim Report at the end of Terms 1 and 3 and a detailed End of Semester report at the end of term 2. Year 10 and 11 students also receive a Semester 2 report at the end of Term 4. For Year 12 students, the Statements of Results for Units 3 and 4 from VCAA, which will include a summary of ‘S’ and ‘N’ results, student’s school assessments and examination grades and their Study Score, will be available during early December. Student/Parent/Teacher interviews are held at the end of Terms 1 and 3.

GENERAL ACHIEVEMENT TEST (GAT)

All students enrolled in one or more sequences of Units 3 and 4 must sit the General Achievement Test (GAT). The GAT will take place in June.

A sentence will appear on the Statement of Results to indicate whether or not the student has obtained results in the GAT.

A confidential statement of GAT results will be sent to students. Numerical scores are reported for each of three components:
- Written communication
- Mathematics/Science/Technology
- Humanities/The Arts/Social Sciences
VCE ASSESSMENT

EXAMINATIONS

All Year 10 and 11 studies will have school based examinations in June and November. Students doing Unit 3 and 4 subjects will also have school based examinations in all subjects in June.

If a student is absent from an examination a medical certificate is required for the examination to be undertaken at an alternative time, and be graded. Otherwise, the student will still be required to undertake the examination, but it will not be graded.

All (Year 12) Units 3 and 4 studies have one or two examinations set and assessed by VCAA. Written exams commence at the end of October and finish at the end of November, oral and performance exams are held during October.

EAL ELIGIBILITY

It is possible to apply for EAL status if both the following conditions are met:

a) The student has been a resident in Australia for not more than 7 calendar years in total.

b) English has been the student’s major language of instruction for a total period of not more than 7 years over the period of their education.

STUDENTS WITH PHYSICAL DISABILITIES OR IMPAIRMENTS

Students who enter the Senior School with a physical disability or other impairment of a permanent nature and who may require assistance in order to progress in the VCE, will be eligible for assistance on application to the Senior School Leader.

DEAF AND HEARING-IMPAIRED STUDENTS

Students may apply for recognition as being comparatively unfamiliar with the English language if they have a hearing loss of 60 decibels or greater in the better ear. Applications are made to the Senior School Leader.

TERTIARY ENTRANCE REQUIREMENTS

The Victorian Tertiary Admissions Centre (VTAC) is the body responsible in administering the selection of students on behalf of Universities, Colleges and TAFEs. The Tertiary Entrance Requirements Handbooks are available from the Careers Coordinators. They can assist students in finding out particular course requirements.

The Australian Tertiary Admission Rank (ATAR) is the main avenue by which students enter a tertiary course. Students who do not satisfactorily complete English Units 3 and 4 will not receive an ATAR. Year 12 students will have timetabled Careers Information Sessions with the Careers Coordinators throughout the year to help explain the process of tertiary selection and career options.
VET AND VCAL CERTIFICATION

VET CERTIFICATION

Vocational Education and Training programs in the VCE or VCAL allows students to include vocational studies within their senior secondary certificate.

Each qualification provides an opportunity for students to develop an awareness of the world of work and develop employability skills that will contribute to their career development journeys.

Students undertake nationally recognised training from nationally accredited training packages which contribute to their VCE or VCAL.

**VET is optional in year 10 and the VCE but essential in VCAL.**

VET contributes units of credit to both the VCE and VCAL. Some VET programs can also provide students with an ATAR contribution. The number of VCE units and the ATAR contribution available varies from program to program. More information about programs offering a study score can be located at www.vcaa.vic.edu.au/Pages/vet/programs/scoredasses.aspx.

VET qualifications are delivered both as part of the student’s regular timetable and in a block on a Wednesday. More information about VET can be located on the College Website at http://www.berwickcollege.vic.edu.au/year-7-12-overview/vet/

**VET is not recommended during Year 12 VCE as it may disrupt the student’s timetable.**

VET TRANSPORT

Students are expected to organise their own transport to and from TAFE or RTO.

VCAL: VICTORIAN CERTIFICATE OF APPLIED LEARNING

VCAL Certification includes VCAL Certificate/Statement of Results/VET Certificate and/or Statement of Attainment—where applicable

Satisfactory completion of an Individual Learning Program equals:

- 10 Credits
- 1 Credit = 1 VCE unit or 100 nominal hours accredited VET.

Contains components from:

- VCAL units
- VCE units
- VET/VCE units
- VET program

Include:

- A minimum of 2 VCAL units.
- One credit for Literacy and one credit for Personal Development Skills
- One Credit for each of the remaining strands
  - Include 6 credits at the level of the VCAL award of which one must be for Literacy and one must be for a VCAL Personal Development Skills unit.

WORK PLACEMENT

Students are responsible for establishing their own work placement. This must be obtained by week 3 of the school year.
RATIONAL
It is a requirement that students attend all timetables classes so that teaching and learning opportunities are maximised. Attendance in class provides opportunities for student work to be authenticated by teachers. Work which cannot be authenticated by teachers will not be accepted for assessment.

The VCAA has stated that “Where a student has completed work but there has been a substantive breach of class attendance, the student may be awarded ‘N’.”

VCE AND VCAL ATTENDANCE RULES
The aim of this policy is to ensure that students who attend Berwick College to complete their senior years are doing so in the true spirit of the course completion and the VCE and are following the education standards that are necessary to achieve maximum success.

- Parents must explain all absences
- A student absent from classes for part of a day must sign in or out at their Learning Team Office. Year 12 students must sign in or out in the Senior School Centre.
- A medical certificate must be provided for any absence of three or more consecutive days or absence on the day of a SAC.

PERIOD ‘0’
Some Year 11 classes and a few Year 12 classes may be scheduled before school (Period ‘0’) so that students can be released one day per week to undertake VET programs.

Period ‘0’ begins at 8.10am and continues until the locker bell. Attendance at these classes is compulsory. A student who finds attending at this time a severe hardship may apply for an exemption from the Assistant Principal.

APPROVED ABSENCES
Approved absences are defined as follows:
- Any absence supported by a medical certificate;
- Any absence due to family/welfare circumstances supported by a Student Learning Leader, Senior School Leader, Principal Class or Welfare staff, e.g. funeral, family illness, family holiday.
- Any absence to attend an approved educational activity such as sports, excursions, camps, tertiary information seminar.

It is a student’s responsibility to:
- Ascertain what work has been missed, to obtain any handouts and to complete the required work as soon as possible after an absence;
- Provide teachers with suitable evidence related to absences.
- Students should keep any notes, medical certificates and approved absence slips. These must be shown to the class teacher and Home Group Teacher within three school days of the absence.

It is a teacher’s responsibility to:
- Monitor attendance accurately differentiating between approved and unapproved absences;
- Inform the Student Learning Leader when a student’s number of unexplained absences is up to four periods.
Students are required to redeem absences for each unit of study.

Approved absences do not require redemption. However, parent explained absences are subject to redemption as follows:

- Students can have up to and including six parent explained or unexplained absences per unit per semester without the need for redemption
- Students with seven to twelve parent explained or unexplained absences per unit per semester are eligible for redemption
- Students with more than twelve parent explained or unexplained absences per unit automatically fail the unit.

Redemption classes will be run on two Saturday mornings in Term 2 and Term 4 from 9am to 12.45pm. For each period to be redeemed, 45 minutes must be spent in redemption class. Students will be able to redeem absences only once for only one unit. The teacher in charge of redemption class will inform the relevant Student Learning Leader who will inform the class teacher when a student has completed their redemption class.

Students who fail to complete the required redemption or have more than twelve parent explained absences in a unit of study will fail that unit. This will be indicated on the Report with at least one outcome fail for that unit.

- The Home Group Teacher, Student Learning Leader or Senior School Leader will deal with any absence not covered by these rules.
- Students must attend all timetables classes when they are at school. Failure to do so will result in after school detention of an equivalent length of time missed.

EXTENDED ABSENCE
An extended absence due to illness is covered under Special Provision arrangements.

The main internal assessment in Units 3 and 4 is coursework which is usually undertaken in class under time restrictions.

Teachers will give at least one week’s notice of the actual period/s in which coursework (SACs) will be undertaken.

The class teacher will inform the appropriate Student Learning Leader and Senior School Leader of any absences and the student/s concerned must explain the absence to these Leaders.

A student absent for any period/s of coursework for medical reasons must produce a medical certificate to explain the absence. The certificate must be shown to the class teacher and the Student Learning Leader or Year 12 Coordinator to arrange a suitable time to complete the coursework. If the absence is not for medical reasons, the student should consult their Student Learning Leader.

Provided the reason for the absence is acceptable, and appropriate documentation provided, the student will be permitted to undertake the SAC (either the same task or a similar task) within the same time restrictions and under supervision. This will occur after school and be supervised in the Senior School Centre. Students cannot complete SACS in private study periods or at lunchtimes. This must be completed within one week of their return to school.

If the reason for the absence is not acceptable, the student may not be permitted to undertake the SAC. The student shall have the right of appeal to the Assistant Principal against such a decision.
CLASSWORK AND HOMEWORK

It is the responsibility of students to pay attention, follow instructions and involve themselves in their classes. They must record the details of all set work and due dates.

Students are also responsible for organising their own time in order to complete their school commitments. This means you must complete work within the timeframe determined by teachers. Students should draw up a homework timetable, taking into account subjects to be covered as well as outside commitments, including recreation. When specific work has not been set, students are expected to study and summarise notes, read books and practise skills.

Since students work at different rates and have different strengths and weaknesses, the following times per weeknight are recommended as a guide to parents and students:

- Year 10: 6 hours a week
- Year 11: 10 to 15 hours a week
- Year 12: 15 - 20 hours a week

Students who waste time in class or fail to complete work by the due date without a genuine reason may be disciplined by teachers and/or have their marks downgraded.

Students who experience difficulty with organisation and time management should seek assistance from a Senior School Leader or Student Learning Leader.

SUPERVISED STUDY

The Senior Centre is open from 8.00am to 5.00pm each day for private study for senior students.

SUBMISSION OF WORK

All work must be submitted by the due date as set by the class teacher. Work must be handed to the teacher in class or at the teacher’s office. If the teacher is absent, the work may be handed to a Senior School Leader at the Senior School Office. Work for assessment must not be handed in to another teacher at the main staffroom or left on a teacher’s desk.

For SACs, extension of time can only be given by the Senior School Leader. For other work, class teachers may grant extensions of time.

No work will be accepted more than five days after the due date.

PARTICIPATION IN EXTRA-CURRICULAR ACTIVITIES

Students are encouraged to participate in extra-curricular activities but must balance this against class requirements. It is important that students do not over-commit themselves.

Senior School students are not permitted to participate in more than one school sporting team each term. Similarly, involvement in Student Leadership activities, social service, music and theatre needs to be sensibly controlled.
The Senior School Centre is open between 8.00am and 5.00pm each school day. During class time, the ‘common room’ area is to be used for private study and students must remain quiet.

The upstairs classrooms are out of bounds at recess and lunchtimes unless permission is received from a Senior School Leader. The Senior School Centre is available for student use under the following conditions:

- All areas (including classrooms) are kept clean and rubbish is placed (not thrown) in bins or recycling containers
- There is no graffiti of any sort on walls, noticeboards, furniture, etc
- Care is taken with all facilities at all times
- Furniture is left in place
- The ‘kitchen’ area is kept clean at all times
- Bags are not brought into the building (except after school)
- There are no ball games or inappropriate behaviour in any part of the building

Students are asked to report any damage or equipment malfunctions to the Senior School Leader or Year 12 Coordinators.

If these conditions are not met, students will be denied access to the building before school, at recess and lunchtime. This is your building; use it properly and make the most of the facilities it offers.

STUDENT CAR USE

Department of Education and Training—Student Driver Policy Guidelines March 2016 state:

“Under no circumstances should students transport other students in private vehicles for any school organised activity or function whether held during or outside school times.

Exception: During an approved pre-licence driver education program .”

Students who have their driver’s licence are permitted to drive to and from school provided that:

- The driver, if holding a P1 license, must not carry any other passenger while they are driving to and from school unless the passenger is a sibling of the driver and permission and details have been provided by the parent/guardian to the Senior School.
- The driver complies with Victoria’s Graduated Licensing System conditions and the College requirements regarding students driving to school.
- The driver observes and complies with Victorian Road Safety Road Rules and signage
- Students sign a contract for “Correct use of a private vehicle by students” obtained from the Senior School
- Details of the vehicle and a copy of the student’s driver licence is provided to the Senior School Coordinators
- The driver parks their vehicle in the lower car park
- The student’s vehicle and the car park are out of bounds during school hours
- Students driving to and from school are not permitted to leave during the day until after their final class for that day

BREACH OF POLICY:

The driver should be aware that their conduct on the road impacts on community perceptions of the College. Our College takes pride in maintaining a positive image within the local community and it is important that the same standard of courtesy and consideration be extended to other road users and pedestrians as would be expected from face to face contact with members of the public. Careless and unsafe driving reflects poorly not just on the driver personally but also on the school. Members of the school community are requested to inform the school if they are aware of any student who is driving in a reckless or dangerous manner or who is not adhering to road rules.

Any complaint relating to the manner in which a student vehicle has been driven will be taken seriously and investigated. If student drivers have been found to put themselves and other road users at risk appropriate consequences will be implemented such as the student being banned from driving to school for a period of time or suspension and if necessary, the police notified.