



**Northside  
Christian College**

*Transforming Lives Through  
Christ and the Wonder of Learning*



**VCAL Policy  
Handbook  
2020**

**Please Note:**

The Northside Christian College VCAL Handbook 2020 draws on information published by the Victorian Curriculum and Assessment Authority (the Government body responsible for accrediting the VCAL and VCE).

The Victorian Curriculum and Assessment Authority guidelines may be found in the 'VCE and VCAL Administrative Handbook' available on line at:

<https://www.vcaa.vic.edu.au/Documents/handbook/2019/adhb19.pdf>

Advice on matters related to the administration of Victorian Certificate of Applied Learning (VCAL) assessment is published annually in the VCE and VCAL Administrative Handbook. Updates to matters related to the administration of VCAL assessment are published in the VCAA Bulletin.

This booklet is for students studying VCAL studies in 2020 and should be retained for reference throughout the 2020 academic school year.

Any questions relating to the Senior School program at Northside Christian College should be directed to the Head of Secondary School, Mr Michael Bond.

# VCAL Policy Handbook

## Policy Development and Management

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## Introduction

This handbook provides helpful advice for Northside Christian College Victorian Certificate of Applied Learning (VCAL) students and parents. It will provide you with invaluable information as you proceed through the VCAL.

This handbook provides policies related to the VCAL; make sure you read them carefully. Keep this document on hand and in a safe place as you will need to refer to it throughout the year. Parents and students are required to read this document and complete the Parent and Student Declaration Form at the commencement of each academic year (Appendix A). These policies outline the requirements that students must adhere to in order for the VCAL to be awarded. Further clarification and explanation is available on the Victorian Curriculum and Assessment Authority (VCAA) website or by appointment with the VCAL Coordinator.

Northside Christian College has high expectations of its students, in particular its Senior School students. The College must be able to rely on its Senior students, both within and outside of the College environment. In all circumstances students are expected to act in a mature and responsible manner. All Senior School students are expected to follow College rules and policies. Senior School students are expected to wear the College uniform correctly.

Senior School students are expected to undertake leadership roles within the College community. Northside Christian College values its Senior School students and places trust in them to set the right example for other members in the College community. The Senior School years provide an opportunity for students to further develop leadership skills and to be seen as role models amongst younger students. There are many avenues for Senior School students to present themselves in this manner and it is expected that students will make the most of these opportunities to participate in the life of the College community.

Northside Christian College is a small school with big ambitions for each student. The College is set in a tertiary education precinct in the City of Whittlesea in Bundoora, Victoria. Northside provides engaging learning opportunities for students from Prep through to Year 12 with the mission to transform lives through Christ and the wonder of learning. We provide an innovative learning framework within a safe and supportive Christian environment. Our College community invites you to join us as we partner with your child on their educational journey.

The College provides a number of pathways at the senior levels of the school including a comprehensive range of VCE subjects, VCAL and VET programs.

A partnership between parents, staff and students is encouraged to support student success.

## **Mission Statement**

Transforming lives through Christ and the wonder of learning.

## **Vision Statement**

To be an inspirational Christian learning community.

Our mission, “Transforming lives through Christ and the wonder of learning”, sums up our commitment to making a difference in this world. Through the design and structuring of our learning programs and state of the art learning environments, we are well equipped to nurture and develop the unique talent, gifting and interests of students.

As a Christian learning community, we have forty years of tradition educating our students to live out the timeless values of perseverance, humility and integrity; preparing them for meaningful and purposeful engagement in every area of their lives. The Bible informs our curriculum, our relationships and our practices. All of our staff are practicing Christians, applying their faith to their teaching and other work.

## **Key Contacts**

The following people can be contacted if questions are of a general nature:

Principal	Mr Damian Higgins
Deputy Principal / Head of Secondary	Mr Michael Bond
VCAL Coordinator	Mr James Eynaud
Careers, Work Studies and Work Experience	Ms Lenna Waters

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## Background Information

Northside Christian College is a non-denominational, coeducational, Christian College that commenced in 1979. The College is committed to providing high quality Christian Education in a caring, encouraging, learning community to families of Melbourne's northern suburbs. We aim to maximise the potential of every child, equipping them for lifelong learning and developing their character based on Biblical values.

Our mission: 'Transforming lives through Christ and the wonder of learning', articulates the College's commitment to preparing a generation for lifelong learning in order that they might have the capacity to make a positive difference in their community. Through the design and structuring of the College's learning programs and state of the art learning environments, the College community is well equipped to nurture and develop the unique talent, gifting and interests of every child.

The College aims to challenge each student to achieve their best, while providing students with an opportunity to study a broad range of subjects. The College curriculum, while developed to meet the requirements of the Australian Curriculum Framework and Government requirements, provides students with a great opportunity to study subjects across a wide range of learning areas. The College has developed the school curriculum to place a significant emphasis on Literacy and Numeracy.

As a Christian Learning Community we have forty years of tradition in educating our students to live out the timeless values of perseverance, humility and integrity, preparing our young people for meaningful and purposeful engagement in every area of their lives.

Our Student Leadership Program provides opportunities for students to develop and put into practice their leadership potential in serving their fellow students and the wider community. We seek to be a 'school without borders', and increasingly work alongside local universities and other organisations to maximise access to high quality learning environments.

The Prep to Year 12 learning community at Northside Christian College has a small village feel; a nurturing and caring environment where every child is valued. Our programs are designed to meet students' individual needs, whatever they are, seeking to ensure that every child's unique, God-given qualities are developed. High value is placed on the development of resilience, leadership and character through the College.

Our VCE program offers students small classes and an individualised approach to learning. For a growing family-friendly school, we offer a remarkable range of learning and co-curricular opportunities. The College also offers the Victorian Certificate of Applied Learning (VCAL), which is a hands-on option for students in Years 11 and 12.

The College honours the faithful pioneers from Northside Christian Centre (now Encompass Church) who took hold of God's vision and planted the College in 1979. We look to the future with hope, confident of our calling and determined in our commitment to train a skilled and Godly generation of young people to take their place in the community, living purposeful lives in God's service.

Northside Christian College is a member of Christian Schools Australia, a National body with member schools in all states.

It is our prayer and desire that every student will have a positive experience at school. A positive experience involves students developing healthy relationships, achieving their personal best, maintaining physical and emotional wellbeing and developing a greater understanding of Christian faith and character.

## Core Values

“Three things will last forever—faith, hope, and love—and the greatest of these is love.”  
1 Corinthians 13:13



In establishing the College’s core values, God directed us to 1 Corinthians 13:13 “Three things will last forever— faith, hope, and love— and the greatest of these is love.” We adopted the “pebble in a pond” analogy with Love, Faith and Hope pulsing from the centre into the Northside Christian College community which, in turn, reflects God’s Grace and is focused on Service to His kingdom; those within community are called to embrace the character qualities of Perseverance, Integrity and Humility.

Each ripple flows into the next. Everything is influenced by the core values; they shape and are seen in everything that we do. We hope that the College is known by the expression of Faith, Hope and Love as demonstrated by a sense of Community, Service and Grace. When our students leave the College we want them to be young people hallmarked by Humility, Integrity and Perseverance.

## Objectives

Northside Christian College aims to:

- Provide an education of a high academic standard that is based on an acceptance of the Lordship of Christ, and an acceptance of the Bible as the revealed and inspired word of God;
- Cater for the individuality of the learner and their gifting in God and stress the function of the learner as a member of the Body of Christ and the College community;
- Train the learner in the moral and ethical standards of the Bible and assist them to acquire a Biblical world and life view and an appreciation of the rights of others to hold differing views;
- Develop the learner's creative capacity, critical thinking ability, leadership skills and ability to work interdependently with others to solve problems and serve the community;
- Foster self-discipline in the learner through goal setting, responsibility and self-motivation;
- Stress cooperation rather than competition and foster the development of the gifts, skills and abilities of the learner for the service of Jesus Christ in the Body of Christ and the community;
- Develop enhanced partnerships between parents, students, staff and the community with the intention to strengthen the teaching and learning process;
- Provide a safe and loving environment through a sense of belonging to the family of God;
- Develop a culture of continuous improvement, professional development and pastoral support among staff and the College community;
- Ensure effective stewardship of the assets and resources God has entrusted to the College;
- Effectively communicate with parents and the wider community.

## **Our Philosophy**

Northside Christian College provides students with Primary and Secondary educational opportunities based on Christian values, designed to develop students' knowledge, skills, understanding and character.

We believe every student is made uniquely in the image of God. Therefore, the individual needs of each student are our greatest concern. Within a Christian context at Northside Christian College, we aim to nurture the growth and development of the whole person – intellectually, physically, emotionally, spiritually and socially. We believe that this growth should be firmly based on the student's growing personal relationship with God and other people.

The development of students at Northside Christian College takes place in community. Our College is built on shared foundations of Biblical faith, values and beliefs and a commitment to mutual care and respect. We see our role as forming partnerships with parents and carers to educate their children.

We believe that in order to develop students to their full potential the College must ensure that all aspects of the child's health and wellbeing are supported. We believe students should be nurtured in a supportive environment that has clear boundaries within mutual respect and a healthy working relationship between parents and carers, teachers and students. Respect involves treating other people as you would like to be treated yourself. The College implements a discipline program which aims for the restoration of relationships. We are committed to embedding a culture of child safety. We have a zero tolerance of child abuse in our school.

Northside Christian College aims to offer an education that encourages both academic learning and the development of Godly values and wisdom. These values help to form the foundations for life and are vitally important to the development of each student. The presentation of these values in the curriculum and their demonstration in the lives of our staff serve to reinforce what is taught at home and in the family church.

We encourage students to be active participants in their educational journey. The College is committed to supporting each student in a collaborative and differentiated approach in order to meet their learning needs.

## **Enactment of the College Philosophy**

The College Vision, Mission, Values and Objectives are central to all practices within the College and form the basis of the College's Strategic Plan and Annual Action Plan.

The College Philosophy is communicated to the students, parents, staff and the College community through key documents and publications. These include but are not limited to:

- Annual Report
- College Website
- Primary School Handbook
- Middle School Handbook
- Senior School Handbook
- Staff Induction Program and Staff Handbook
- College newsletters

It is expected that all school improvement strategies and organisational practices relate to the College Philosophy in alignment with the Vision, Mission and Objectives of the College.

The Committee of Management review written policies on a continuing basis to ensure consistency with the College's Vision, Mission, Philosophy and Objectives. Policies are also reviewed and revised as a result of newly enacted state and/or federal legislation, as a result of research and/or policy development as presented by state and/or national organisations and agencies, or for other reasons as determined by the Committee of Management.

## **Statement of Democratic Principles**

Northside Christian College was established in 1979 within the guidelines for the establishment of a school within the State of Victoria. The College is committed to compliance with State and Federal Law and adherence to the policies and expectations of legally appointed authorities that oversee the operation of educational institutions in this State. In this regard, we recognise:

1. The principle of elected government at Federal, State and local levels of government;
2. The rule of Law, and the right of the parliament and legal authorities to make and enforce compliance with that Law;
3. The equal rights of all people before the Law;
4. The freedom of religion;
5. The freedom of speech and association;
6. The values of openness, inclusion and tolerance.

We further state that the College strongly supports and applauds the Government's recognition of the right of faith-based schools to actively teach and model the beliefs, tenets and practices of the faith and to employ staff who actively practice and live by them.

## Model for Teaching and Learning

In 2016, Northside Christian College created a unique and strategic teaching and learning framework. The framework will assist the College community in the development of future teaching and learning programs and will support in the evaluation of existing programs and initiatives at the College.

The framework provides an opportunity for teaching staff to reflect on what we teach, why we teach it and how we can teach it in a way more closely aligned with the Mission, Vision and Philosophy of the College. The framework also provides a chance for the College to consider the knowledge, skills, work habits, and character traits we want to instil in our students and a chance to reference this with a wide range of 21st century skills.

Students will benefit from a carefully planned Christian education as staff develop curriculum and initiatives with reference to this framework. Furthermore, the framework enables all teachers, students and parents of our College to develop a very clear understanding about how we will deliver high quality teaching and learning practices at Northside Christian College.

The Teaching and Learning Framework is an important tool for our College community and closely aligns with the Vision, Mission, Philosophy and Objectives of the College.

The documented curriculum at the College reflects a commitment to meet the requirements of State and National Curriculum frameworks, including the Curriculum and the Victorian Certificate of Education study designs.

Northside Christian College is strategically phasing in the Australian Curriculum. The Australian Curriculum sets the expectations for what all Australian students should be taught, regardless of where they live or their background. For Prep – Year 10, it means that students now have access to the same content, and their achievement can be judged against consistent national standards. The College has monitored the release of the National Curriculum by the Australian Curriculum Assessment and Reporting Authority (ACARA). The College will continue to update curriculum across the College to ensure mandated syllabi have fulfilled the content requirements.

The Australian Curriculum includes seven General Capabilities. These General Capabilities traverse all specific disciplines and study areas and are regarded as the core skills and dispositions for 21st century students. The General Capabilities are:

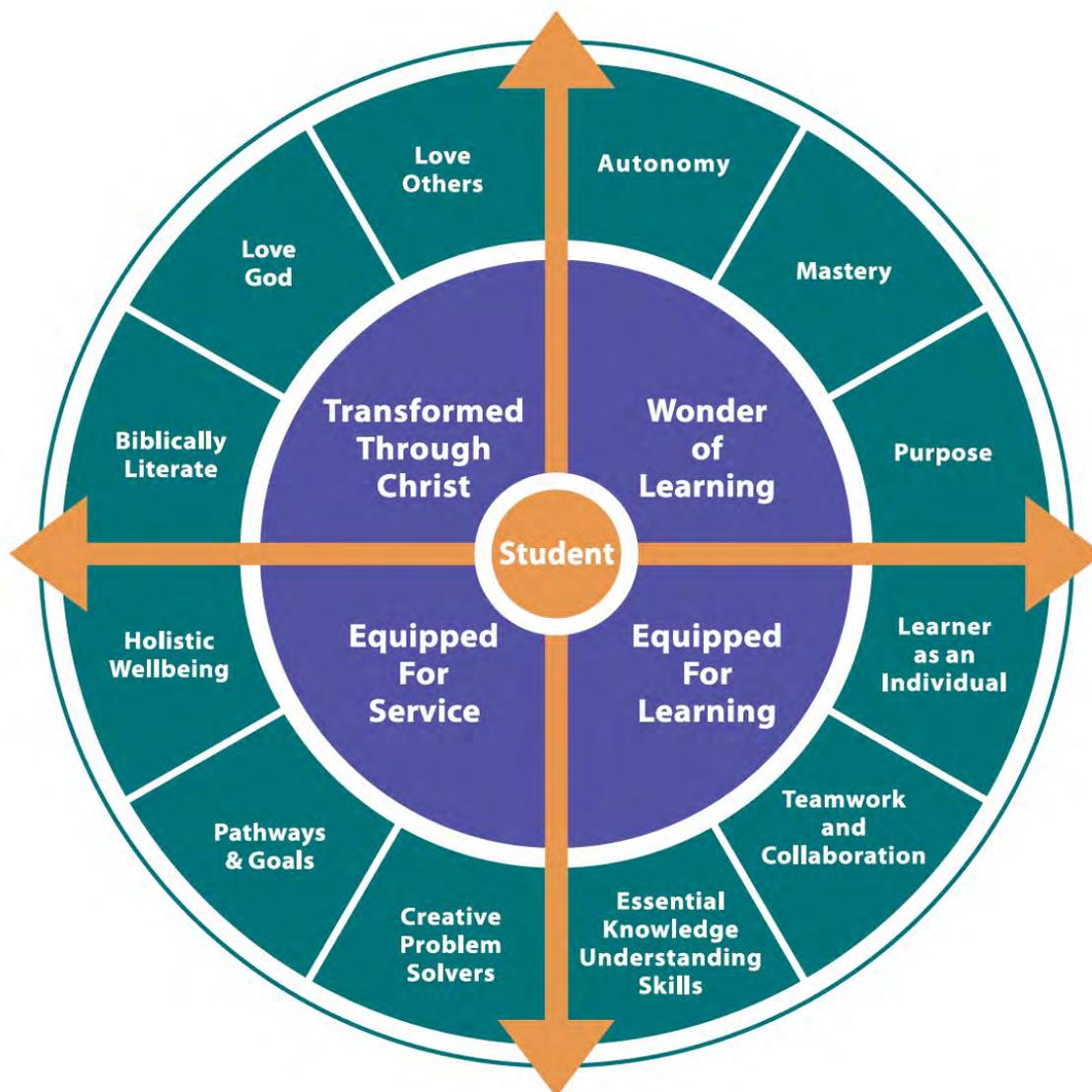
- Literacy
- Numeracy
- Information and Communication Technology Capability
- Critical and Creative Thinking
- Personal and Social Capability
- Ethical Understanding
- Intercultural Understanding.

The curriculum at Northside meets the Education Goals for Young Australians found in the Melbourne Declaration 2008, by providing schooling that promotes equity and excellence and encourages students to become:

- Successful learners
- Confident and creative individuals and
- Active and informed citizens.

Our curriculum is deliberately planned to ensure that students gain enduring understanding. This is achieved by planning that begins with the end in mind, with a clear description of the evidence of learning, assessment, learning outcomes, and appropriate teaching and learning strategies. Teaching staff at Northside Christian College document subjects using an Understanding By Design approach. Assessment is *of learning*, *for learning*, and *as learning* and is embedded in curriculum planning.

“Do not conform any longer to the pattern of this world, but be transformed by the renewing of your mind. Then you will be able to test and approve what God's will is - His good, pleasing and perfect will.”  
Romans 12:2



# Child Safety

***The Child Safe Standards aim to drive cultural change in organisations that provide services for children so that protecting children from abuse is embedded in everyday thinking and practice.***

## **Guiding Principles at Northside Christian College**

The College's Child Safety Policy, Code of Conduct and Procedures are based on the following principles:

- The College has zero tolerance for child abuse;
- The best interests of the child are paramount;
- Child protection is a shared responsibility;
- All children have a right to feel safe and be safe at school, and have equal rights to protection from abuse;
- The College will consider the opinions of students and use their opinions to develop child protection policies and procedures;
- The College will take into account the diversity of all children, including (but not limited to) the needs of Aboriginal and Torres Strait Islander children, children from culturally and linguistically diverse backgrounds, children with disabilities, and children who are vulnerable, and make reasonable efforts to accommodate these matters;
- The College is committed to the cultural safety of Aboriginal children, and those from culturally and/or linguistically diverse backgrounds, and to providing a safe environment for students living with a disability; and
- Everyone covered by this Policy must also comply with the College's Code of Conduct, which sets stringent standards for personal behaviour.

## A Child Safe School

Victoria has introduced compulsory minimum standards that apply to organisations that provide services for children to help protect them from all forms of abuse. The Child Safe Standards form part of the Victorian Government's response to the Betrayal of Trust Inquiry. All Schools had to be compliant from the 1<sup>st</sup> August 2016.

In complying with the Child Safe Standards, an entity to which the standards apply must include the following principles as part of each standard:

- Promoting the cultural safety of Aboriginal children;
- Promoting the cultural safety of children from culturally and/or linguistically diverse backgrounds;
- Promoting the safety of children with a disability.

To create and maintain a child safe organisation, an entity to which the standards apply must have:

- Standard 1:* Strategies to embed an organisational culture of child safety, including through effective leadership arrangements;
- Standard 2:* A child safe policy or statement of commitment to child safety;
- Standard 3:* A code of conduct that establishes clear expectations for appropriate behaviour with children;
- Standard 4:* Screening, supervision, training and other human resources practices that reduce the risk of child abuse by new and existing personnel;
- Standard 5:* Processes for responding to and reporting suspected child abuse;
- Standard 6:* Strategies to identify and reduce or remove risks of child abuse;
- Standard 7:* Strategies to promote the participation and empowerment of children.

All staff, volunteers and contractors have to be made aware of these standards, to show they understand them, and to comply with them. Northside Christian College staff and Committee of Management have been trained and are familiar with the new Child Safe Standards.

# Child Safety Resources

## Child Safe Strategy Document

Northside Christian College has strengthened the safety of our operations as a result of the implementation of the Child Safe Standards at the College. A key objective for Northside Christian College is to embed child safety practices into our culture. The work that is involved in building a child safe organisation is never completed. It is a dynamic, multifaceted and ongoing developmental process of learning, monitoring and reviewing. Maintaining a child safe organisation is not a one-off task. It must become part of our College's ongoing processes and be embedded into our culture. The College Community's feedback and support with developing a child safe culture is greatly valued. A copy of the College's Child Safe Strategy Document is available on the College website on the Child Safety page.

## Child Safety Policy

The Northside Christian College Committee of Management has approved the Child Safety Policy, Code of Conduct and Procedures (Policy No. 1). The Child Safety Policy is a comprehensive and overarching document that provides an overview of the key elements of Northside Christian College's approach to creating a child safe organisation. This document is available at the College Office and on the College website.

## Child Safety Code of Conduct

Staff, directors, volunteers and contractors at the College are required to abide by the College's Child Safety Code of Conduct. The purpose of this Code is to promote child safety within all College Environments. This document is available at the College Office and on the College website.

## Child Safety Officer

Northside Christian College has appointed Ms Fiona Dumitrache as the College's Child Safety Officer. The primary purpose of the position is to manage the implementation of the Child Safety Policy (Policy No. 1), especially in relation to training and educating staff and students and to manage any incidents of reporting to ensure Northside Christian College is compliant with all legislation around such reporting.

The Child Safety Officer is a contact person for children, young people, parents, employees and volunteers to seek advice and support regarding the safety and wellbeing of children and young people within our College. The role requires the officer to take action when child protection concerns are reported, including the provision of support to those within the community who have been affected, with an understanding and respect for cultural diversity.

## Child Protection Workers

The College's Child Protection Workers are Ms Fiona Dumitrache, Head of Student Wellbeing and Mr Jared Stocks, College Chaplain. The Child Protection Workers have the specific responsibility for responding to any complaints made by staff, volunteers, parents or students in relation to Child Safety. The Child Protection Workers at Northside Christian College will always work concurrently with the Principal and other College Leaders.

## Procedures For Responding To And Reporting Allegations Of Suspected Child Abuse

Northside Christian College has a clear procedure for responding to allegations of suspected child abuse in accordance with Ministerial Order No. 870 and other legal obligations. Please use the template document of the Child Safety page on the College website to document any incident, disclosure or suspicion that a child has been, or is at risk of, being abused.

The College has published a wide range of resources on the College website at the following address:  
<http://www.ncc.vic.edu.au>

# Introducing the VCAL

## What is VCAL?

The Victorian Certificate of Applied Learning (VCAL) is a 'hands-on' option for students in Years 11 and 12.

Like the Victorian Certificate of Education (VCE), the VCAL is a recognised senior secondary qualification. Unlike the VCE, which is widely used by students as a pathway to university, the VCAL focuses on 'hands-on learning'. Students who do the VCAL are more likely to be interested in going on to training at TAFE, doing an apprenticeship, or getting a job immediately after completing Year 12.

The VCAL's flexibility enables students to design a study program that suits their interests and learning needs. Students select accredited curriculum components from VCE studies, Vocational Education and Training (VET) qualifications, Further Education (FE) and VCAL units. There are four compulsory strands in the VCAL:

- Literacy and Numeracy Skills
- Work Related Skills
- Industry Specific Skills
- Personal Development Skills.

The VCAL curriculum is based on outcomes and competencies which are evidenced through projects and practical applications both at school and within industry training.

It offers opportunities for experiential learning and skill development through activities that are structured and sequential in their learning outcomes.

The program design has high relevance to personal strengths, develops resilience, confidence and self-worth, and strengthens connections with the community.

## Aims of the qualification

The VCAL qualification aims to:

- Further students Literacy and Numeracy Skills;
- Develop pathway knowledge to enable students to make informed choices regarding work and further education;
- Pursue the development of knowledge and employability skills that help prepare the student for employment; and
- Develop skills of participation and teamwork required in the broader context of family, community and lifelong learning.

The development of knowledge and skills is targeted for each student so that they are able to make informed vocational choices within the specific industry sector and/or to facilitate pathways to further learning.

**Source:** VCAA. (2014). *VCAL Information Sheet: An Introduction to VCAL*. Retrieved from <https://www.vcaa.vic.edu.au/Documents/vcal/infosheets/VCALinfointro.pdf>

## Eligibility to be awarded the VCAL

The College coordinates through VASS the assessment and collection of results for all curriculum components (school-based and VET) within the VCAL learning program. To be awarded any VCAL qualification, students must successfully complete a learning program that contains a minimum of 10 credits and includes:

- curriculum components which can be justified against the purpose statement for the Literacy and Numeracy Skills Strand\*: one credit is required for Literacy Skills and one credit is required for Numeracy Skills\*;
- curriculum components to the value of at least one credit which can be justified against the purpose statement for each of the Work Related Skills Strand, Personal Development Skills Strand and Industry Specific Skills Strand;
- a minimum of two VCAL units;
- curriculum components to the value of six credits at the level of the VCAL award or above, one of which must be for Literacy Skills and one of which must be a VCAL Personal Development Skills unit.

\* Note: If using VCAL units to meet the eligibility requirements of the literacy component of the VCAL Literacy and Numeracy Skills Strand, the Reading and Writing unit must be completed at the award level or above. If using VCAL units to meet the eligibility requirements of the numeracy component of the VCAL Literacy and Numeracy Skills Strand, a Unit 1 numeracy unit must be completed. At Foundation level, Numeracy Skills Foundation meets the eligibility requirements.

Each credit must be justified against the purpose statement for one of the four VCAL curriculum strands. A “credit” means the satisfactory completion of:

- 1 VCAL unit; OR
- 1 VCE unit; OR 90 hours for VET modules/units of competence and/or Further Education (FE) modules.

The VCAL will be awarded at the appropriate level to students who have successfully completed the course requirements. The student will receive a:

- VCAL certificate
- Statement of Results

These certificates will be issued and the certification process will be managed by the Victorian Curriculum and Assessment Authority (VCAA).

For further information, please refer to the source below.

**Source:** VCAA. (2018). *VCE and VCAL Administrative Handbook 2019*. Retrieved from <https://www.vcaa.vic.edu.au/Documents/handbook/2019/adhb19.pdf>

# Three levels of VCAL

## Year 11

### Foundation

At this level, the focus is on basic and preparatory knowledge and employability skills. There is also a strong emphasis on literacy and numeracy skills. Students and parents will be notified if this is considered to be the appropriate entry point.

### Intermediate level

At Intermediate level, the focus is on knowledge and employability skills development that leads to independent learning, confidence and a higher level of transferable skills.

The other components of Year 11 include:

- VET study (at an external provider)

The College support students on a case-by-case basis if they wish to undertake Structured Workplace Learning (SWL) once unit 1 of WRS has been completed. This will be June for many students. Some students may elect to volunteer for a local community organisation for one day per week for a term. This is in addition to SWL and can only commence once Unit 1 of WRS has been completed.

Most students are enrolled in the Intermediate certificate in Semester 1 of Year 11.

## Year 12

### Senior level

At the Senior level, the focus is on knowledge and employability skills that lead to a high level of interpersonal skills, independent action and achievement of tasks that require decision making and leadership. The demonstration of knowledge and skills that apply directly to the workplace or further training is also important.

The other components of Year 12 VCAL include:

- VET study (at external provider)

The College support students on a case-by-case basis if they wish to undertake Structured Workplace Learning (SWL). Some students may elect to volunteer for a local community organisation for one day per week for a term.

Most students are able to achieve a VCAL Senior certificate during Year 12.

**Please note:** Students at Northside Christian College also attend Christian Life Studies and Chapel.

### **How long will it take me to complete VCAL and what do I get?**

The VCAL has been developed for Year 11 and 12 students. A VCAL certificate and Statement of Results are awarded when the student successfully completes their VCAL program at 1 of 3 levels. Most students complete a VCAL level in one year and go on to complete their Senior Certificate in Year 12.

### **Australian Tertiary Admissions Rank (ATAR)**

VCAL students are not awarded an ATAR. If students elect to study a VCE subject within their VCAL program, and sit the final VCAA exam, students will be required to sit the GAT (General Achievement Test) in June and will be awarded a study score for that subject. One study score will not provide an ATAR.

## Vocational Education and Training (VET)

A VET enrolment is a compulsory part of the VCAL qualification when studying the Intermediate and Senior level. Students must enrol in a VET course and satisfactorily, and fully, complete the certificate. Parents are liable for the full cost of the VET course. However, Northside Christian Community College will subsidise a percentage of this course which will appear as a fee rebate on the family's College account. If students are removed or withdraw from the VET course, or do not complete it for any reason, the award of both the VET certificate and the VCAL qualification are jeopardised.

VET courses provide students with learning and skill development designed to prepare individuals for work in the chosen industry or further study in this field. A VET course is the equivalent to an entry level TAFE Certificate which can lead to higher level qualifications with further TAFE study. Students undertaking a VET course have the advantage of obtaining a nationally recognised qualification and at the same time receive credits toward their VCE program.

Please note that some VET courses may also require additional hours of completion outside of normal school hours.

When a student applies for a VET course, the VCE Learning Coordinator will assist with the enrolment process via the VET Portal. A student's place in a course is confirmed on the portal. It is vital that students return paperwork (application for enrolment, deposit and personal details forms) promptly so their information is able to be put on the portal and their place in VET secured.

Securing a place in VET is a multiple step process.

1. Fill in an application form for NMVC for a particular course.
2. The VCE Learning Coordinator will lodge the application on the VET Portal.
3. Attend a compulsory enrolment / information night
4. Complete an enrolment form for the host school that is offering the VET Course.
5. When the course has been approved on the Portal, you will be sent an invoice for approximately \$200.00. When this payment is received your place in the course will be confirmed.

If you are absent, e.g. due to illness, both the School and VET provider must be notified.

It is recognised that VET students are required to juggle their time between VET and VCE classes. Any VET students experiencing difficulties with their studies are encouraged to meet with the VCE Learning Coordinator to discuss additional support requirements.

It is important to note that:

- VET courses take place off-site and participants need to make their own travel arrangements
- VET courses carry additional fees
- Although careful attention is paid to avoid this, some VET courses may take place in school time which may result in a VCE student missing timetabled classes and having to catch up on worked missed. This can put undue pressure on students so a VET course must not be undertaken lightly

## Assessment

There are no formal exams in the VCAL. Since the VCAL curriculum is competency based and underpinned by the philosophy of practical hands-on learning, students are assessed in various methods including but not limited to the following:

- Portfolio
- class work
- reflective journals
- video/photographic production
- oral presentations
- written text
- performance or practical tasks
- observations

### Folio of Evidence

A 'Folio of Evidence' is maintained on Schoology by VCAL students, which must be up-to-date with all tasks submitted at the end of each semester for verification of the evidence that demonstrates competency for each VCAL unit. Each student is responsible for collecting the evidence needed to demonstrate they have met the competencies in the VCAL subjects (these competencies are set by VCAA).

Students can maintain a 'Folio of Evidence' for each VCAL unit, by keeping and filing all pieces of work when it is assessed and returned to the student.

Assessment check lists may be issued to enable students to assemble and maintain their 'Folio of Evidence' for each VCAL unit.

A 'Folio of Evidence' can include:

- All assessment tasks
- Self-assessment inventories
- Evidence accumulated through project or program participation
- All classroom learning activities
- Photo journal of activities
- Power-point presentations, posters
- School recognition of student participation, College newsletters, photographs
- Community recognition, newspaper articles, photographs, club activities
- Recreational/sporting club recognition, awards, activities, teams
- VET - statement of attainment
- Any other accumulated evidence

### Grading

Within the VCAL program students do not receive a summative assessment expressed as a letter grade. Grading is based on the level of competency achieved.

Students' reports will have an 'S' or 'N', which will reflect whether they have attained competencies.

\*\* Please also refer to the Colleges' Examination and VCE School Based Assessment Procedures (Policy No. 6)

## **Assessment Principles within the VCAL**

The curriculum components in a VCAL learning program must be assessed in accordance with the requirements and guidelines outlined in the curriculum documents for the units, and/or units of competency/modules delivered in the learning program.

Assessment within the VCAL should be based on the following principles:

### **Assessment should be valid and reliable**

- Assessment tasks/activities should be designed to reflect the nature of the outcomes/elements of the unit.
- Students should be assessed across a range of different tasks/activities and contexts.
- Assessment should be conducted on a number of occasions.

### **Assessment should be fair**

- Assessment tasks/activities should be grounded in a relevant context and be sensitive to gender, culture, linguistic background, physical disability, socioeconomic status and geographic location.
- Instructions for assessment tasks should be clear and explicit.

### **Assessment should be flexible**

- Assessment should be open ended and flexible to meet the specific needs of students.
- Students should have the opportunity to demonstrate achievement at their own level and pace.

### **Assessment should be efficient**

- Assessment instruments that provide evidence of achievement across a range of outcomes/units should be used.

**Source:** VCAA. (2018, December). *Principles and procedures for the development and review of VCAL Units*. Retrieved from <https://www.vcaa.vic.edu.au/Pages/vcal/review/principles-procedures.aspx>

## What makes a good assessment task in the VCAL?

Assessment within the VCAL should be based on the following principles:

- Assessment tasks/activities should be grounded in a relevant context and not be culturally biased.
- Students should have the opportunity to demonstrate achievement at their own pace.
- Students should be assessed across as wide a range of tasks/ activities as possible, in order to increase reliability and validity of assessment.
- One-off assessment tasks/activities do not provide a reliable and valid measure of competence.
- Instructions for assessment tasks/activities should be clear and explicit. Students must know what is expected and the criteria by which satisfactory completion will be established.
- Time allowed to complete a task should be reasonable and specified and should allow for preparation and reflection as appropriate to the activity.
- Where the assessment task is linked to a project or activity, the assessment tasks/activities may take place over a number of weeks.
- Assessment tasks/activities should be open-ended and flexible to meet the specific needs of students.
- Assessment should include access to ICT where appropriate to the context of the activity or task.
- Assessment must be valid in terms of context and methods.
- Assessment must be reliable in showing consistent results over a number of occasions.
- Assessment must not unduly disadvantage any student and must provide flexibility in the range of methodologies that cater to the needs of individual students.

\*\* Please also refer to the College's Examination and VCE School Based Assessment Procedures (Policy No. 6)

**Source:** VCAA. (2014). *VCAL Information Sheet: VCAL assessment*. Retrieved from <https://www.vcaa.vic.edu.au/Documents/vcal/infosheets/VCAL-Assessment-infosheet.pdf>

### **Satisfactory Completion of VCAL Credits**

Assessment in the VCAL must be designed by providers to demonstrate evidence that the student has met the learning outcomes to the required standard for each unit or module in the student's learning program.

Assessment guidelines for the VCAL units are outlined in the Victorian Certificate of Applied Learning Curriculum Planning Guides. Assessment of VET, Further Education and VCE components will be assessed in the manner prescribed for these programs.

## Quality Assurance of Assessment

All schools that provide a VCAL program must participate in the Quality Assurance (QA) process. The QA of all curriculum components delivered in VCAL learning programs is ensured through existing assessment requirements. The QA of VCAL units will ensure consistency in interpretation of learning outcomes and the relevant levels. A shared understanding of learning outcomes, elements and assessment processes and practices will be fostered through the QA process. Information about this process will be circulated to VCAL providers by the VCAA in Term 1 of the school year.

Satisfactory completion of the VCAL units must be based on evidence that demonstrates that the student has successfully completed the learning outcomes.

The curriculum for the VCAL unit will include learning activities that develop the student's knowledge and skills, as well as instance/s of assessment. The assessment instance/s for the unit are separate from the learning activities. When developing an assessment task it must enable students to complete the learning outcome/s. The elements further describe the learning outcome/s and are a guide to the requirements for the appropriate VCAL level. 'S' or 'N' results for VCE units must be consistent with the requirements of the study designs.

Validation of assessments for VET and Further Education (FE) modules/units of competency will be the responsibility of the relevant Registered Training Organisation (RTO) and will be in accordance with the requirements of the Australian Quality Training Framework.

These requirements will be set out in the accredited course document.

**Source:** VCAA. (2019). *VCAL Quality Assurance Kit 2019*. Retrieved from [https://www.vcaa.vic.edu.au/Documents/vcal/qakit/vcal\\_qakit.pdf](https://www.vcaa.vic.edu.au/Documents/vcal/qakit/vcal_qakit.pdf)

## VCAL Delivery Principles

The delivery of the VCAL is based on adult learning and youth development principles. These principles have been found to be relevant in providing successful programs for students seeking a pathway to further VET and/or employment. Delivery and teaching strategies for VCAL learning programs should include:

- curriculum content negotiated to build on the student's interests, abilities and strengths
- curriculum content that focuses on practical 'hands-on' opportunities for learning
- curriculum content and delivery strategies that encourage personal development and growth and include opportunities to integrate learning across the learning program
- recognition of student achievement and student contributions that is both formal and informal
- curriculum and delivery strategies that enable students to learn at their own pace
- curriculum and delivery strategies that enable students to learn in different ways according to different learning styles
- delivery and assessment that assists the individual in achieving positive educational outcomes
- curriculum that values and engages the contribution of young people
- curriculum that builds competence and resilience in individuals including minimising risk factors and enhancing the promotion of protective behaviours of young people

**Source:** VCAA. (2017). *Curriculum Planning Guide: Personal Development Skills Strand*. Retrieved from <https://www.vcaa.vic.edu.au/Documents/vcal/currplanguidepersdev.pdf>

## Learning Programs

Each student undertaking VCAL must undertake a learning program that includes development of Literacy and Numeracy Skills, Industry Specific Skills, Work Related Skills and Personal Development Skills. These learning programs are designed to allow students to achieve the required credits and meet all course requirements, while being at the appropriate level.

Each VCAL unit is 100 nominal hours in length, and each unit that is successfully completed contributes one credit toward the VCAL at the appropriate award level. The nominal hours include both scheduled and unscheduled time.

VCAL is an integrated program where Personal Development, Work Related Skills, Literacy and Numeracy are taught at the College. In addition, all VCE and VCAL students undertake Christian Life Studies as a class.

### Strand 1: Literacy and Numeracy Skills

Your VCAL program must include literacy and numeracy subjects. These can be selected from VCAL literacy skills and VCAL numeracy skills units and/or VCE English and Mathematics units or selected further education studies such as the Certificate in General Education for Adults.

### Strand 2: Industry Specific Skills

Your VCAL program at the Intermediate and Senior levels must include components of nationally recognised VET qualifications. However, you are not required to focus on, or complete, any single VET certificate. For example, you can choose to complete various units of competency from a range of VET certificates to meet the VCAL requirements and gain experience in a range of vocational areas. The range of VET options is extensive. Some examples are automotive, engineering, building and construction, hospitality, retail, multimedia, information technology, agriculture, horticulture, warehousing and hair and beauty.

To complete the Industry Specific Skills Strand, VCAL students must satisfactorily complete a VET course in both Years 11 and 12.

### Strand 3: Work Related Skills

In order to develop employability skills, VCAL gives you the choice of undertaking a structured work placement, or a part-time apprenticeship/traineeship, or part-time work. You can also study units and modules that will help prepare you for work, for example occupational health and safety or job interview skills.

### Strand 4: Personal Development Skills

As part of your VCAL program you will participate in projects and activities in your community or school that will help develop your teamwork skills, self-confidence and other skills important for life and work. For example, your school may work with the local council to enhance parklands. The learning you gain from being involved in such a project can be counted towards the VCAL.

**Source:** VCAA. (2013). *VCAL The hands-on option for Year 11 and 12 students: Information for students and parents*. Retrieved from <https://www.vcaa.vic.edu.au/Documents/vcal/englishVCAL.pdf>

## Literacy & Numeracy Skills Strand (LNS)

The broad purpose of the Literacy & Numeracy Skills Strand units is to enable the development of skills, knowledge and attitudes in literacy and numeracy.

For Literacy, that allows progression in the main social contexts of:

- family and social life;
- workplace and institutional settings;
- education and training contexts;
- community and civic life.

These social contexts often overlap.

The four domains of Literacy have been identified as corresponding with these social contexts.

1. **Literacy for self-expression:** focuses on aspects of personal and family life, and the cultures which shape these.
2. **Literacy for practical purposes:** focuses on forms of communication mainly used in workplace and institutional settings and in communication with such organisations
3. **Literacy for knowledge:** focuses on sociological, scientific, technological, historical and mechanical theories and concepts which are relevant to education and training
4. **Literacy for public debate:** focuses on matters of public concern, and the forms of argument, reason and criticism used in the public arena

The overall purpose is to provide an applied 'real life' approach to literacy development. Literacy includes reading, writing and oral communication skills.

The Numeracy Skills units are designed for use within the Literacy and Numeracy Skills strand of VCAL. Rather than the more traditional and mainstream focus of mathematics (e.g. Number/Space and Shape/ Data/Measurement/Algebra), the outcomes for VCAL Numeracy are organised around mathematical skills and knowledge embedded in the learning outcomes themselves and specified within the elements of those outcomes.

The four domains of Numeracy are:

1. **Numeracy for Practical Purposes:** addresses aspects of the physical world to do with designing, making and measuring.
2. **Numeracy for Interpreting Society:** related to interpreting and reflecting on numerical and graphical information of relevance to self, work or community.
3. **Numeracy for Personal Organisation:** focuses on the numeracy requirements for personal organisational matters involving money, time and travel.
4. **Numeracy for Knowledge:** deals with mathematical skills needed for further study in mathematics, or other subjects with mathematical underpinnings and /or assumptions.

Literacy and Numeracy Skills requirements may be partly or completely fulfilled by the satisfactory completion of certain VCE units. Please refer to the Senior School Subject Selection Handbook for more information on VCE Mathematics and English units, however this would be at the discretion of the College.

### **Work Related Skills Strand (WRS)**

The Work Related Skills units have been developed to recognise learning that is valued within community and work environments as preparation for employment. Locally developed programs that use different social and work contexts to develop the interests and employability skills of young people can be selected for inclusion in the Work Related Skills units. Students draw on knowledge and experience gained in a Structured Workplace Learning work placement to relate work skills to this industry experience.

#### **Please note:**

**Although assistance may be available, students are primarily responsible for arranging their own work placements.**

#### **Aims:**

The Work Related Skills units are designed to:

- Integrate learning about work skills with prior knowledge and experiences
- Enhance the development of employability skills through work-related contexts
- Develop critical thinking skills that apply to problem solving in work contexts
- Develop planning and work-related organisational skills
- Develop OHS awareness
- Develop and apply transferable skills for work-related contexts

Curriculum selected for this strand can include:

- VCAL units
- VCE units aligned to the Work Related Skills strand
- VCE/VET units
- Selected accredited FE modules or certificates
- Nationally accredited VET modules/units of competency

The Core Skills for Work Development Framework and the Employability Skills Framework are the two frameworks that have informed the development of these VCAL units.

## **Employability Skills Framework**

Government and Employer Interest Groups have mapped a set of personal attributes and skills that are highly valued in the workplace. These skills are enshrined in the National Employability Skills Framework.

VCAL students who gain experience in the workplace through a Structured Workplace Learning (SWL) placement, are required to maintain a log book of their tasks, hours, and a reflection of their learning whilst on that work placement, along with supervisor comments. These tasks and duties are then mapped to the National Employability Skills Framework. The Employability Skills that are the basis of the Work Related Skills units are as follows:

- Communication that contributes to productive and harmonious relations between employees and customers
- Teamwork that contributes to productive working relationships and outcomes
- Problem solving that contributes to productive outcomes
- Initiative and enterprise that contribute to innovative outcomes
- Initiating innovative solutions
- Planning and organising that contribute to long-term and short-term strategic planning
- Understanding basic business systems and their relationships
- Self-management that contributes to employee satisfaction and growth
- Taking responsibility Learning that contributes to ongoing improvement and expansion in employee and company operations and outcomes
- Acknowledging the need to learn in order to accommodate change
- Technology that contributes to effective execution of tasks

## **Industry Specific Skills Strand (ISS)**

To fulfill the requirements of this strand, students must successfully complete their enrolment in a Vocational Education & Training (VET) certificate. Please see the VET section of this Handbook and refer to the Northern Melbourne VET Cluster handbook for more information on the range of VET courses on offer.

## **Personal Development Skills Strand (PDS)**

The development of knowledge, skills and attributes in this strand underpins the development of skills in the three other VCAL curriculum strands.

Personal development includes self-esteem and personal qualities developed through valuing personal achievement and contributions for the benefit of the community or personal growth. This may involve demonstration of leadership, teamwork skills, accepting responsibility for goal achievement and reflecting on knowledge and skills for decision making and problem solving.

Two PDS units exist in each of Intermediate and Senior level VCAL studies.

### **Unit 1**

Focuses on the development of appropriate knowledge, skills and attributes in relation to:

- Self-awareness and self-management;
- Personal organisation and planning skills;
- Problem solving and interpersonal skills.

This can be achieved through participation in activities related to person, health and well-being, educational, social or family experiences of a practical nature.

### **Unit 2**

Focuses on the development of appropriate knowledge, skills and attributes in relation to:

- Community engagement
- Social awareness
- Interpersonal skills
- Planning and organisational skills.

This can be achieved through participation in experiences of a practical nature within the community.

Both units allow and enable students to develop personal development skills through participation in locally developed curriculum and locally developed projects, leadership activities linked to voluntary community roles, or local community service projects.

# VCAL Student Expectations

VCAL students will continue to be eligible for the Academic Achievement and Encouragement Awards and are also encouraged to excel in their VET and Structured Work Placement programs. Students are also required to abide by the Seymour College rules and protocols as well as any additional expectations at their VET school and Structured Work Placement.

Parents and students are urged to familiarise themselves with the rules, guidelines and administrative requirement. There are also the following additional requirements for the VCAL cohort:

## Structured Work Placement

1. Students are primarily responsible for obtaining a Structured Work Placement for each Semester. They are supported by the staff in the creation of a resume and the development of a range of techniques and skills for identifying potential employers.
2. In discussion with staff, including the Careers Co-ordinator, students are expected to negotiate who should approach potential employers.
3. Students are required to complete the Structured Work Placement Agreement with their employer and register the agreement with the VCAL Coordinator prior to the commencement of their employment.
4. Students will participate in at least one Work Performance Review for each Structured Work Placement.

## Uniform

1. Students are required to follow school policy regarding the appropriate wearing of the College uniform.
2. Occasionally students will be asked to bring 'work clothes' in order to complete manual tasks. In these instances students will still be expected to wear school uniform to and from school.
3. Some VET/SBAT courses require students to change into particular work wear upon arrival. Other providers have a uniform that students can wear. Students are required to follow the appropriate uniform protocols as outlined by Northside Christian College and other providers.
4. Students are expected to be appropriately attired and well groomed at their Work Placements. Jewellery, hair and footwear styles need to be selected in accordance with Occupation Health and Safety standards. Students should confirm the appropriate work dress standard with their Structured Work Placement Supervisor.
5. For additional information about the College's uniform expectations, please refer to the College's Uniform Policy (Policy No. 47).

## Attendance

Students attain competencies by repeatedly performing tasks at an expected standard. In order for students to achieve specific Certificates of Competency, mandatory/compulsory attendance is required for specific projects. In addition, a number of competencies require the completion of nominal hours, before satisfactory attainment is awarded. Students must attend a minimum 90% of classes in order for all competencies to be met.

## Absences

1. Parents/guardians are required to notify the administration office of any absences.
2. Competency based assessments are conducted continually throughout the VCAL curriculum. Medical Certificates are required for extended absences.

\*\* For additional information about attendance requirements and absences from class, please refer to the College's Attendance and Roll Marking Policy (Policy No. 33).

## Participation

VCAL Classes will require students to be involved in various activities. Students will need to plan, implement and manage events. Not only will students be assessed on their competencies, but their participation and use of class time.

Students are expected to complete all set class work and assessment tasks in a timely manner, whilst displaying the school values of Community, Service and Perseverance.

## Promotion in the Senior School

Northside Christian College's curriculum is attentive to the needs of the individual, encouraging all students to work to the best of their ability, by aiming to provide authentic, relevant and dynamic learning opportunities. It is within this context that the Student Promotions Policy is viewed.

On occasions, students may not achieve the standard required for their automatic promotion to the next year level. There may be many reasons for this and each case must be viewed on an individual basis.

### VCAL Progress

The VCAL program spans the entire school year. The nature of the competency based assessment does not always fall into a clear semester length time frame. For some students, the VCAL program may be planned over two years or in some cases condensed into a short time frame provided all course requirements are met. To assist students to remain on task and assemble the evidence of competence required for assessment, the VCAL program is segmented into unit cycles, one per semester.

At the close of each cycle, students who are falling behind will be required to attend an interview with parents to discuss their progress.

### VCAL Review Panel

Northside Christian College will convene a VCAL Review Panel to make decisions on any relevant matters outlined in this handbook. The VCAL Review Panel usually consists of three members, it will always include the VCAL Learning Coordinator and the relevant subject teacher, other members may include; the student's parents, the Principal or the Deputy Principal. Any meetings of the VCAL Review Panel must be minuted and a copy of the minutes sent to the Principal and other relevant parties. If the Principal is not present at the meeting, he/she must be informed of any outcome. One of the major roles of the VCAL Review Panel is to interview students (Year 10 – Year 12) who have fallen behind in their work or are not using Private Study and homework time effectively. Issues of authentication are also relevant to this Panel.

\*\* Please also refer to the College's Student Promotions Policy (Policy No. 25)

# Reporting

## **Continuous Online Reporting Program (CORP)**

Northside Christian College provides all parents and guardians with online access to their child's assessment feedback and results via the 'Continuous Online Reporting Program' (CORP), which is an online resource. CORP increases awareness of individual learning needs, provides quality and timelier information to parents and guardians, and improves classroom and administrative efficiency.

The concept of continuous online reporting is supported by research in the area of assessment, reporting and student learning. It draws on the meta-analyses of Professor John Hattie from the University of Auckland, which found that 'informative feedback' had one of the most significant impacts on student learning.

Students at Northside Christian College receive feedback through discussing strengths and areas that need improvement. Continuous online reporting also makes feedback available to parents in a secure online environment. Parents can view results for assessments without waiting until the end of the semester. The online assessment information is not designed to replace semester reports, but rather to complement them by providing a more timely and ongoing information for parents and guardians.

## **Secondary School End of Semester Reports**

Secondary School reports indicate whether a student has satisfactorily or not satisfactorily completed VCE Units and provide an overall snapshot of student achievement on assessed tasks during the semester. Reports are provided to parents and guardians at the end of Semester 1 and Semester 2, with the exception of Unit 4 subjects. A further reminder that Unit 3 and 4 School-based results are subject to moderation by the VCAA in the calculation of the study score.

A VCAL Progress Report will be provided at the end of Semester 1 and Semester 2.

## VCAL Attendance Expectations

The VCAA places the onus on the determination of 'satisfactory attendance' with individual schools. Northside Christian College's requirements in relation to VCAL attendance are explained in this section.

Students are expected to attend all time-tabled classes, excursions, College and Year Level Assemblies, including Chapel services, and be punctual at all times. The College policy is a minimum required class attendance of 90% (unless acceptable explanations are provided) for each unit of study during a semester. All subject teachers will mark a class roll during each lesson.

Attendance of VCAL classes is extremely important, being absent for a class will mean missing key subject content and information and valuable contact time with the teacher. If students are absent from class during a SAC they risk the non-achievement of a score for that particular task. It is for these reasons that the College has specific requirements when it comes to providing evidence for the reasons a student is absent.

If a student's absence is known in advance:

- There are some circumstances where a student may know in advance that they will be absent on a particular day. Please note that the only acceptable reasons for these types of absences are in the case of serious events for which there can be no possibility of scheduling outside of College hours. For example, a medical procedure or attendance at a funeral.
- It is important to note that driving lessons / tests, part-time work and family holidays are not acceptable reasons for an absence, as these are events that can be scheduled outside of College hours. If a parent / guardian believes there may be extenuating circumstances surrounding the need for a student to be absent from classes, they should contact the VCAL Coordinator and discuss the appropriate course of action.
- In the event of an acceptable reason for a student to be absent the VCAL Coordinator should be notified in writing as soon as is practical. Substantiation in the form of a medical certificate / letter, or funeral notice will need to be provided within three (3) days of returning to school.
- Where a student will be, or proposes to be, absent from school for an acceptable reason during the assessment of a VCE outcome (SAC), an 'Alternative SAC Request Form' (Appendix D must be completed and submitted to the VCAL Coordinator at least one week prior to the scheduled date.)

Other absences:

- The College is to be informed of the student's absence by 9:30am on the day of absence by a parent / guardian, as per the Attendance Policy. Parents wishing to report Student Absentee to Reception, please email [attendance@ncc.vic.edu.au](mailto:attendance@ncc.vic.edu.au) before 9am. The College Administration will notify all relevant teaching staff, including the VCE Learning Coordinator of the student's absence. Students will be aware if they were going to be undertaking an assessment on that day. In this case, the subject teacher should be personally notified, either by phone call or by email.
- If a student is absent due to a medical condition that involves a visit to a doctor or hospital, a medical certificate must be provided. As a general recommendation, we would advise that medical certificates are routinely sought in any situation where a student attends a doctor that results, or may result, in any time away from school. If the medical condition does not involve a visit to the doctor or hospital, a note from a parent or guardian explaining reasons for the absence must be provided. If you wish to further discuss the need for a medical certificate, please contact the VCAL Coordinator. Accurate documentation regarding absences is vital and can be of benefit to students when matters of Special Provision are being decided.

- If a student is absent due to ill health or another medical condition during the assessment of an outcome, a doctor's certificate must be provided upon the student's return to school and lodged at the office for the records of the VCE Learning Coordinator. This student will need to request the opportunity to sit an alternative SAC Task using the 'Alternative SAC Request Form' (Appendix D).
- If a student is absent for reasons other than a medical condition, a note signed by a parent or guardian or another authority of relevance to the absence must be provided. It is important to note that these absences may or may not be considered acceptable, at discretion of the VCAL Learning Coordinator and Deputy Principal.

Other information regarding attendance:

- All signed notes and medical certificates must be lodged at the office for the records of the VCAL Learning Coordinator.
- Students need to attend sufficient class time to complete course work done mainly in class, which is necessary for authentication.
- Where students have completed work but there is a substantive breach of class attendance, the student may be awarded an 'N' (not satisfactory) at the discretion of the VCE Learning Coordinator.
- If a student is absent during a VCE SAC for any reason, an 'Alternative SAC Request Form' must be completed and submitted to the VCE Learning Coordinator, who shall discuss the reasons for the request with the subject teacher. Each request for alternative SAC arrangements will be considered on its merits and approval of the request will be at the discretion of the VCE Learning Coordinator, in consultation with the subject teacher.
- If there has been no prior notification of the reason for the student's absence during a SAC (either leading up to, or on the day) from the student, or parents / guardians of the student, then that student can be considered to have not demonstrated the outcomes concerned and should therefore be considered as needing to complete a redemption task (see section 5.13). Any grade / score for that particular SAC will be zero. If appropriate notification has been given (for example, notification from parent followed by medical certificate etc.) with subsequent approval from the VCE Learning Coordinator, then arrangements must be made for an alternate SAC to be completed as soon as practical.
- Attendance data will be gathered from each subject teacher at the conclusion of each term. Parents / guardians of students at risk of non-satisfactory completion as a result of non-attendance will be contacted by the VCE Learning Coordinator.
- The VCE Learning Coordinator will file all notifications of student absences.
- As most coursework is to be completed predominately in class time, full attendance is vital for fulfilling the outcomes and completing the requirements of the VCE. It is the responsibility of any student who is absent to find out what work was covered during his or her absence and what work may have been set during that time. The excuse, "I didn't know because I was away", is unacceptable.

### **Attendance - VET Course**

As there are a required number of hours to be spent on each module, it is vital that each student makes the VET course a high priority. Failure to attend a VET session may result in students missing valuable instruction, not to mention the hours lost. Attendance will be monitored by liaison with the RTO (Registered Training Officer) delivering the VET course.

\*\* For additional information, please refer to the College's Attendance and Roll Marking Policy (Policy No. 33).

## Late Arrival and Early Departure

There are numerous reasons why students may arrive late to school or leave before the end of the school day. In these cases a note of explanation must be presented at the Office so that the College can accurately record this information and the College's database can be adjusted accordingly as per the College Attendance and Roll Marking Policy.

- Students are expected to be in attendance for Home Group. Prompt arrival to Home Group is expected as a great deal of vital information is discussed during this time.
- If students have Private Study periods first period in the morning or last period in the afternoon, mutual agreement may be organised between the VCAL Coordinator, the student and the parents / guardians for Private Study to be conducted at home. However it must be noted that this time is to be used for study purposes. VCAL students may participate in negotiated work experience during Private Study time.
- Regardless of any prior agreement students will still be required to sign in at the Office when they arrive at school, and sign out at the Office when they depart in the afternoon.

\*\* For additional information about attendance requirements, please refer to the College's Attendance and Roll Marking Policy (Policy No. 33).

## Authentication Process

Authentication issues are mainly related to any work that is completed outside the classroom. Students must ensure that all unacknowledged work submitted by them is their own. They must acknowledge all resources used – including text and source material and the name(s) and status of the person(s) who provided the assistance, as well as the type of assistance received.

Students must not accept undue assistance from any person. Undue assistance would 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 clearly spelled out by the VCAA and the College Academic Integrity and Plagiarism Policy, and may result in the award of an 'N' result.

Students must ensure that all unacknowledged work submitted for assessment is genuinely their own. Teachers may consider it appropriate to ask students to demonstrate their understanding of the task at, or about the time of, submission of the work. If any part or all of the work cannot be authenticated, the matter must be dealt with as a breach of rules.

For School-assessed Coursework undertaken outside class time, teachers must monitor and record each student's progress through to completion. This requires regular sightings of the work by the teacher and the keeping of records.

It may be necessary for students to complete an authentication form (available on VASS) if a substantial amount of work is completed outside of the classroom.

\*\* Additional details are outlined in the Colleges Academic Integrity and Plagiarism Policy (Policy No. 5).

## Academic Integrity and Plagiarism

In addition to a reference list, all assessment tasks utilising research should move towards accurate and complete citations. Students are also required to sign a Statement of Authorship (See Appendix I).

VCAA set out clear guidelines regarding the submission of work. It is the responsibility of each student to follow these guidelines.

VCAA prescribe rules which students must observe when preparing work for assessment. These rules apply also to SACs and SATs.

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

Acceptable levels of assistance include:

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

Unacceptable forms of assistance include:

- use of, or copying of, another person's work or other resources without acknowledgement;
  - actual corrections or improvements made or dictated by another person.
4. A student must not submit the same piece of work for assessment in more than one study, or more than once within a study.
  5. A student must not circulate or publish written work that is being submitted for assessment in a study, in the year of enrolment.
  6. Students who knowingly assist other students in a Breach of Rules may be penalised.

\*\* For additional information, please refer to the College's Academic Integrity and Plagiarism Policy (Policy No. 5).

## **Appeals Against College Decisions**

### *Regarding breaches of VCAA rules*

Section 2.5.21 of the Education and Training Reform Act 2006 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. Please note that 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.

### *Regarding breaches of Northside Christian College VCAL rules*

The Northside Christian College Grievance and Complaints Management Policy (Policy No. 14) makes provision for students to request a meeting of the Appeals Committee with regards to a decision made by the College regarding assessment, discipline, attendance, subjects, course requirements/outcomes or victimisation.

The Appeals Committee will consist of three members, it will always include the VCAL Learning Coordinator and the relevant subject teacher, other members may include: the Principal or the Deputy Principal.

A student wishing to request the Appeals Committee to investigate a matter must make a written request to the VCAL Coordinator within 14 days of the grievance. The student lodging the appeal may have a support person present, but this person is not present to act on the student's behalf.

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 three working days of the Appeal meeting.

## Extension of Time for Assessment Tasks and Alternate SACs

This procedure applies throughout the semester the unit is offered.

- Where a student, due to exceptional circumstances, is not able to complete an assessment or SAC task on the prescribed date, either because the student has been absent in the lead up period to the SAC task or the student cannot attend on the prescribed date, the student must apply for an extension or alternate SAC date, whichever is applicable, using the appropriate form.
- Students should submit either request at least three days before the due date. On occasion this may not be possible. An application form needs to be completed and submitted to the class teacher (Appendix C & D).
- An approval for an extension of time or alternate SAC date will not be automatically approved.
- There is a formal process for students to follow in requesting an extension of time or an alternate SAC date. Students must provide evidence to support their request (e.g. Medical Certificate, funeral notice) and the form must be countersigned by a parent / guardian.
- Request forms are available from the VCE Learning Coordinator. The request will be determined by the Unit teacher after consultation with the VCE Learning Coordinator.
- In the event of the request being approved, the alternate SAC should be provided within 14 days of the original assessment task. Where possible, the alternate SAC should be completed in the next available class. If this is not possible, suitable arrangements will be made for supervised completion of the task as soon as possible. Likewise, any extension of time should not extend beyond 14 days of the original submission date.
- When considering requesting an extension or alternate SAC date students should also refer to Section 7.0 Special Provision of the VCE Policy Student Handbook.

## Out of Class Learning Activities

The student and the class teacher are responsible for ensuring that all necessary arrangements are made. The general rule is that these activities should not interfere with the learning program of any class.

Unaccompanied research visits are expected to be conducted in the student's own time.

These activities require the permission of the Deputy Principal. Permission must be sought in writing at least two weeks before the proposed activity.

Unsupervised activities, both at school and out of school, may be a part of a VCE or VCAL Unit. Students involved in such activities will be expected to behave responsibly and reliably during these occasions. When visiting outside institutions it is important that students observe proper conduct that is in accordance with the Christian ethos of Northside Christian College and that they accept full responsibility for their actions.

## Lost, Stolen or Damaged Work

In cases where work is genuinely lost, stolen or damaged, a written statement of circumstances must be presented to the VCAL Learning Coordinator. Appropriate action will be taken after the case is considered. The written statement must:

- Be signed and dated by the student and parent/guardian.
- Include a brief explanation of what has happened to the work.
- Be accompanied by appropriate supporting documentation as required (e.g. earlier drafts, printouts, versions of the work which will act as proof of completion of the work for authentication purposes and for possible grade determination).
- Be given to the VCAL Learning Coordinator for approval, in consultation with the subject teacher.

If a teacher or student has lost work or had work stolen or damaged, they must make a written statement explaining the circumstances. The statement must be signed, dated and filed at the school. Schools must keep a record of the loss or damage, but should not report it to the VCAA. The Principal, acting on advice from the teacher, and on the basis of records kept, shall determine the unit result for the student.

If a teacher or student has lost a School-assessed Task, or the task has been stolen or damaged, they must complete a written statement of the circumstances. The statement must be signed and dated. The school must complete the Report on Lost, Stolen or Damaged School-assessed Tasks and Externally-assessed Tasks form, enter an estimated score on VASS, and send the form by email to the VCAA. The Principal, acting on advice from the teacher and on the basis of records kept, will determine an initial assessment.

## Homework / Online Lessons

*The homework expectations outlined below primarily apply to students who are completing VCE units as part of their VCAL studies.*

Homework remains an essential part of the teaching and learning process. Students are expected to complete all homework / online tasks by the due dates. Students and parents should be made aware that online lessons are completed in lieu of face-to-face class attendance. Where specific homework may not be set, students are expected to engage in the revision of subject content. The Northside Christian College Homework Policy suggests VCE students should be engaging in more than 2-3 hours of homework / study a night, which is the equivalent of 10–15 hours per week. Teachers are instructed to be mindful of this amount when setting homework, and students are requested to utilise that time in order to make the most of their learning opportunities.

## Private Study

*VCAL students who are completing some VCE units will benefit from the opportunity to complete scheduled private study at school. The expectations outlined below apply to VCAL students who are completing some VCE studies.*

Students will have access to Private Study sessions at school. All students will have at least one teacher-directed private study lesson per week per subject. Teachers will set specific tasks to be completed during these lessons. Students are expected to manage their workload in their Private Study lessons to ensure that they complete all set tasks. Private Study times are not designed to be the students' only time to complete schoolwork. VCAL students will complete all Private Study periods in the VCAL room, which has been timetabled specifically for VCAL purposes. Students are not permitted to leave the specified private study area at any time during the study session for any reason without written permission of the staff member supervising that session. Under no circumstances should students be undertaking study on the College oval or any other area around the College grounds. Computer laboratories and classrooms may only be used with teacher supervision.

All VCAL students are expected to be purposefully occupied with teacher-approved and / or study-related activities in their specified area during private study periods as they are during lessons. Students who do not utilise private study time for its intended purpose, cause disturbances or are not present in their required location during private study periods will be subject to follow up action as per the Behaviour Management Policy.

Students are expected to keep up to date with any assigned online lessons / homework tasks. If students fall a week or more behind with their assigned work, they may be scheduled for an afterschool catch-up session or a catch-up day on a student free day. Students will require the supervising teacher to complete the Redemption of Time form to document the work completed during this period of time.

## Student Mentoring

Our VCE/VCAL mentoring program forms an important part of our commitment to maximising the success of each of our VCE students. All students in VCE/VCAL will be assigned a teacher who will meet with them face to face each week in a mentoring capacity. The purpose of these meetings will be to discuss future and career goals and to set weekly, targeted goals for personal and academic success.

## Time Management

At times throughout the year VCAL students may have considerable pressures placed upon them. Effective use of time in class, during Private Study and outside of school, can assist students to retain a sense of control of their work and ensure that they are achieving all they are capable of. In response to this pressing concern, Northside Christian College has the following expectations of all students:

- Students are to attend all formal classes, Home Group sessions, assemblies and chapel services.
- Where Private Study sessions occur, VCAL students are to be in the designated study area, unless other formal arrangements have been made with a teacher in consultation with the VCAL Learning Coordinator.
- Students should arrive promptly to classes and Private Study sessions with all of their required workbooks and materials.

The College will assist students in effective time management practices where they may require support.

## **Administrative Matters and Student Privacy**

Students are asked to complete a Student Personal Details Form each year they are enrolled in the VCE/VCAL. This enrolment information is stored on VASS. Students will be required to check the accuracy of the information at the beginning of the year. They will also sign a declaration saying that they will abide by VCAA rules and regulations regarding the VCE/VCAL.

Students will have the process and required information explained to them and assistance will be provided if necessary.

This information is maintained in VASS, the VCAA central database, and any hardcopies of the student's details are kept in a secure location on the College premises.

Under the Privacy and Data Protection Act students have the right to request access to personal information held about them by the VCAA. Individuals seeking access to personal information held about them by the VCAA should email the VCAA Privacy Officer: [vcaa.privacy@edumail.vic.gov.au](mailto:vcaa.privacy@edumail.vic.gov.au). In some circumstances, an application under the Freedom of Information Act 1982 (Vic) may be necessary.

## Student Use of Vehicles

A number of students gain their driver's licence during VCE/VCAL and may wish to drive their car to school. The school recognises that the added mobility adds extra flexibility to students' travel arrangements. Northside Christian College has a policy that caters for this added mobility, whilst at the same time carefully considering the safety and welfare of other students when travelling to and from school.

- Any student driving to and from school must have permission, in writing, from parents / guardians and the Deputy Principal (Permission Forms are available from the Office). Approval will be granted once the permission forms are processed.
- Students with their driver's licence are not permitted to take passengers, including immediate family, in their car to or from school under any circumstances, unless specific permission has been received from the parents / guardians of the students who would be passengers. (Permission Forms for transport of Passengers are available from the Office). Students are expected to comply with the Victorian law on peer passenger restrictions.
- Any reckless driving within the vicinity of the College may result in the Police being notified. Students who bring their own car to school must park in designated car parks and will not be able to use their car during the day e.g. at recess, lunchtime or during Private Study sessions, unless special permission has been granted. Access to cars is out of bounds for all students during College hours.

\*\* For additional information, please refer to the College's Student Drivers Policy (Policy No. 34).

## Future Pathways

Students completing a VCAL certificate do not receive an ATAR (previously known as “ENTER”) score; therefore the VCAL does not provide immediate progression to university.

Students who complete the VCAL at the Foundation, Intermediate and Senior levels are able to further their studies at a Technical and Further Education institute (TAFE), start an apprenticeship or go directly into employment.

Those students, who complete a TAFE Diploma or Advanced Diploma, may be eligible to pursue studies at university level.

### **Why would I choose to do the VCAL instead of the VCE?**

The VCE is a good option for students who would like to go immediately on to further education at university. However, you might feel that this is not the right option for you.

Just like the VCE, the VCAL is an accredited senior secondary school qualification undertaken in Years 11 and 12. The VCAL is based on hands-on learning, also known as “applied learning”.

If you choose to do the VCAL instead of the VCE, you will gain practical experience and ‘employability’ skills, as well as the skills you will need to go onto further training in the workplace or at a TAFE.

### **When can I do the VCAL?**

You can begin your VCAL program in Years 11 or 12.

### **How long would the VCAL take me to complete?**

Regardless of the VCAL level you choose, your learning program would normally take one year to complete.

### **Can I get into university if I successfully complete the VCAL?**

If you are considering entering university straight from school, VCAL is probably not the best choice for you. Students planning to go straight into university usually follow VCE programs which allow them to gain an ATAR score from the Victorian Tertiary Admissions Centre (VTAC). If you are studying a VCAL program at Senior level and you decide that you might be interested in going on to university, check with your teacher or careers counsellor because it is possible that some universities will consider students with a VCAL Senior certificate for admission.

Entry straight from school is not the only route into university. Some people study a vocational education and training course at TAFE while working, perhaps leading to a Diploma or Advanced Diploma, and then decide that they would benefit from a university course. VCAL would be a good start along this pathway.

### **What are my options once I have completed the VCAL?**

The VCAL will give you practical work-related experience and a qualification that will be recognised by TAFE institutes and employers. Together these will help you move from school into work, an apprenticeship or traineeship and/or further training at TAFE.

### **Will the VCAL get me ready to enter a trade?**

Yes, VCAL students will gain knowledge and skills that will assist their preparation into a trade, e.g. Occupational Health and Safety.

## Useful Links

### *Victorian Certificate of Applied Learning (VCAL)*

Further details and information about the Victorian Certificate of Applied Learning have been outlined in a booklet developed by the VCAA.

<https://www.ncc.vic.edu.au/pdf/VCAL-Booklet.pdf>

### *Victorian Certificate of Education (VCE)*

Further details and information about study designs and administration of the VCE can be found at the VCAA website:

[www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

The VCAA decides the timing of examinations for Units 3 & 4. The major scheduled examination period during the year is October/November. This includes Performance and Oral examinations. Examination information can be found on the VCAA website:

[www.vcaa.vic.edu.au/vce/exams/timetable.html](http://www.vcaa.vic.edu.au/vce/exams/timetable.html)

### *Victorian Tertiary Admissions Centre (VTAC)*

Most applications for admission to tertiary institutions in Victoria are processed by VTAC. Applicants should nominate up to twelve course preferences. Year 12 students register their preferences through MyInfo on the VTAC website. Further details about ATAR calculation and scaling can also be found at the VTAC website:

[www.vtac.edu.au](http://www.vtac.edu.au)

Year 12 students are advised that the VTAC booklet has been replaced by a new VTACmag. VTACmag contains practical, easy to follow information about the VTAC process and preparing for study, and is available for purchase in printed format from newsagents (RRP \$7.95), and for tablets and smartphones as an eMagazine (\$4.49).

<http://www.vtac.edu.au/careers/publications.html#gazette>

### *myfuture*

myfuture is Australia's free online career information service that assists career planning, career pathways and work transitions. Reviewed, redesigned and redeveloped in 2013, the easy-to-use website supports people to make career decisions, plan their career pathway and manage work transitions, whatever their career or life stage.

[www.myfuture.edu.au](http://www.myfuture.edu.au)

### *Unique Student identifier*

Everyone undertaking any form of tertiary education is required to apply for a USI. A USI is needed in order to receive qualifications or statement of attainment. Without a USI students will not receive their qualification or statement of attainment.

<https://www.usi.gov.au/>

## Evaluation

The information contained in this handbook at the date of publication is designed to reflect the VCAA regulations concerning the operation of the VCAL. The VCAA website is the source of all current information. These policies will be reviewed and updated, as required, by the VCAL Coordinator and Deputy Principal in consultation with the Principal and VCAL staff. Any additions or amendments will be given in writing to Students and Parents and will be incorporated into the VCAL Student Policy Handbook for 2021.

The policies contained in this document will be effective from November 2019 – November 2020.

## Related Policies

- Academic Integrity and Plagiarism Policy (Policy No. 5)
- Attendance and Roll Marking Policy (Policy No. 33)
- Behaviour Management Policy (Policy No. 36)
- College Examination and VCE School Based Assessments Procedures (Policy No. 6)
- Data Breach Policy (Policy No. 52)
- Distance Education Policy (Policy No. 8)
- Grievance and Complaints Management Policy (Policy No. 14)
- Homework Policy
- ICT and Internet Acceptable Use Policy (Policy No. 24)
- Inclusive Education Policy (Policy No. 27)
- Privacy Policy (Policy No. 16)
- Student Drivers Policy (Policy No. 34)
- Examination and VCE School Based Assessment Procedures (Policy No. 6)
- Student Promotions Policy (Policy No. 25)
- VCE Staff Policy Handbook (Policy No. 3)
- VCE Student Policy Handbook (Policy No. 4)

## Glossary

<b>ATAR</b>	Australian Tertiary Admission Rank. A number calculated based on VCE results used to apply for University and TAFE courses
<b>Cluster</b>	Group of schools within a particular region that agree to share VETIS course
<b>CORP</b>	Continuous Online Reporting Program
<b>FE</b>	Further Education
<b>ISS</b>	Industry Specific Skills
<b>LNS</b>	Literacy and Numeracy Skills
<b>PDS</b>	Personal Development Skills
<b>RTO</b>	Registered Training Organisation
<b>QA</b>	Quality Assurance
<b>SAC</b>	School Assessed Coursework
<b>SAT</b>	School Assessed Task
<b>SBAT</b>	School Based Apprenticeships and Traineeships
<b>Study Score</b>	A raw score given at the end of a VCE Unit 3 and 4 course. This score is used to help determine an ATAR
<b>SWL</b>	Structured Workplace Learning
<b>SWL R</b>	Structured Workplace Learning Recognition
<b>USI</b>	Unique Student Identifier (a 10 character code allocated to all students enrolled in a VETIS course. Please refer to: <a href="http://www.usi.gov.au">www.usi.gov.au</a> )
<b>VASS</b>	Victorian Assessment Software System
<b>VCAA</b>	Victorian Curriculum and Assessment Authority
<b>VCAL</b>	Victorian Certificate of Applied Learning
<b>VCE</b>	Victorian Certificate of Education
<b>VETiS</b>	Vocational Education Training in Schools
<b>WLR</b>	Workplace Learning Record
<b>WRS</b>	Work Related Skills

## Appendix A

### RE: PARENT & STUDENT DECLARATION

*Please complete the following and return to the Deputy Principal before the commencement of the 2020 VCAL academic year.*

I confirm that I have carefully read the Northside Christian College VCAL Student Policy Handbook. I understand the policy and procedures and my responsibilities. I will obey the rules and instructions for the VCE/VCAL and accept its disciplinary provisions. I have retained a copy of the policy document for future reference.

The Victorian Curriculum and Assessment Authority publishes rules which students must observe when preparing work for assessment.

The VCAA also lays down a policy regarding the students' responsibilities with the use of computers to produce work for assessment.

Student Name: .....

Year Level: .....

Student Signature: .....

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Parent / Guardian Name: .....

Parent / Guardian Signature: .....

Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Please return this page when it has been completed.

**Appendix B**

**REDEMPTION ADVICE FORM**

The following information pertains to an assessment where the student did not display a satisfactory understanding. They have been provided with an opportunity, as indicated below, to display a satisfactory understanding.

Student Name .....

Subject.....

Unit Number.....

Date completed / submitted: \_\_\_/\_\_\_/\_\_\_

Date assessment returned: \_\_\_/\_\_\_/\_\_\_

Details of Original Assessment Task .....

Outcome yet to be demonstrated .....

Date of Redemption Task: \_\_\_/\_\_\_/\_\_\_

Details of Redemption Task.....

Teacher Signature..... Date: \_\_\_/\_\_\_/\_\_\_

VCAL Coordinator Signature..... Date: \_\_\_/\_\_\_/\_\_\_

The student will be provided with a further opportunity to demonstrate their competency in the outcome areas identified above. A comparable alternate task will be undertaken and completed under supervised test conditions. This will allow the student the opportunity to receive an 'S' result for the outcome in question.

Please note that the original grade/score will not be altered and will be used for Northside Christian College reporting purposes. Original scores will also be submitted to VCAA for moderation for Study Score purposes.



**Appendix D**

**ALTERNATIVE SAC REQUEST FORM**

Student Name .....

Subject.....

Unit Number.....

Date completed / submitted: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Date assessment returned: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Details of Original Assessment Task  
.....

Original Date of SAC: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Requested Date for SAC: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Please explain the reason for seeking an alternate SAC date. Provision of third party evidence is preferred.

.....  
.....  
.....  
.....

Student Signature..... Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Parent / Guardian Signature..... Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Request Approved: YES / NO

Alternate SAC Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Subject Teacher's Signature..... Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

VCE Learning Coordinator Signature..... Date: \_\_\_\_ / \_\_\_\_ / \_\_\_\_

Copy returned to Student: YES / NO

Please note that an application for an alternate SAC date will not be automatically approved. The student must establish clear grounds in adherence with Northside Christian College's policy regarding alternate SAC dates. This policy is explained in the VCE Student Handbook.

Any third party documentation to support this application will assist in its approval. For example, a medical certificate that identifies a student has been unable to perform school work for a period of days.

**Appendix E**

**CHANGE OF UNIT REQUEST FORM**

Student Name.....

Year Level.....

Date of Request: \_\_\_\_/\_\_\_\_/\_\_\_\_

Current VCE Course (Please list all subjects/units)

.....  
.....  
.....  
.....

Changes requested as follows:

Original Unit..... Teacher's Signature:.....

Requested Unit..... Teacher's Signature:.....

Original Unit..... Teacher's Signature:.....

Requested Unit..... Teacher's Signature:.....

Original Unit..... Teacher's Signature:.....

Requested Unit..... Teacher's Signature:.....

Please explain the reason for requesting the above changes

.....  
.....  
.....

Student Signature..... Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Parent / Guardian Signature..... Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

VCE Learning Coordinator Signature..... Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Edrolo fee paid (if applicable)  Entered on VASS  Entered on Student Timetable

This form is to be completed by the student and returned to the VCE Learning Coordinator no later than 10th February for Unit 1 subjects and Unit 3 & 4 sequences, or 10th July for Unit 2 subjects.

The earlier the request is submitted, the earlier any changes may be made. This allows students to be working in new units as soon as is practical. Approval will be based on subject enrolment numbers.

**Appendix F**

**ASSESSMENT ADVICE FORM**

Student Name .....

Subject.....

Unit Number.....

Date completed / submitted: \_\_\_\_/\_\_\_\_/\_\_\_\_

Date assessment returned: \_\_\_\_/\_\_\_\_/\_\_\_\_

Details of Assessment Task

.....  
.....

Outcome.....

Assessment Result .....

Assessment Comment

.....  
.....  
.....  
.....  
.....  
.....

VCE Subject Teacher Signature..... Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

VCE Learning Coordinator Signature..... Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Original Assessment Retained and Filed along with copy of assessment advice

The above score forms part of the School Assessed Coursework for this Unit.

The total score for Units 3 & 4 SACs is subject to statistical moderation by the VCAA (Victorian Curriculum and Assessment Authority).

Statistical moderation may cause an adjustment to the school's assessment

**Appendix G**

**STUDENT ATTENDANCE REDEMPTION FORM**

Student Name .....

Subject.....

Unit Number .....

Time Redeemed .....

Details of work completed

.....  
.....  
.....  
.....

Student Signature..... Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

VCE Subject Teacher Signature..... Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

VCE Learning Coordinator Signature..... Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Additional Comments

.....  
.....  
.....  
.....

Submit completed form to the VCE Learning Coordinator

## Appendix H

### STATEMENT OF AUTHORSHIP FORM

"I / We certify that the attached material is my / our original work. No other person's work has been used without due acknowledgement. Except where I / We have clearly stated that I / We have used some of this material elsewhere, it has not been presented by me / us for examination in any other course or subject at this or any other institution. I / We understand that the work submitted may be reproduced and / or communicated for the purpose of detecting plagiarism."

Full Student Name	
Subject	
Document	
Student Signature	
Date	

**Appendix I**

**STUDENT VEHICLE PASSENGER PERMISSION FORM**

*This form must be completed by a parent/guardian of any student intending to travel to the College as a passenger of a student who drives a car to and from the College.*

*We accept all conditions detailed in the College's Student Driver Policy.*

Student Name .....

Year Level .....

Vehicle Description (Car Make / Colour) .....

Registration Number .....

Type of Insurance and Company .....

**Parent Permission**

I give permission for ..... to drive to school and take the passenger indicated on this form. I am aware of the school requirements regarding students driving to school.

Parent / Guardian Signature..... Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

**Parent / Guardian of Passenger**

I give permission for ..... to be driven to and from school by ..... I am aware of the school requirements regarding students driving to school.

Parent / Guardian Signature..... Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

**Student**

I agree to adhere to the school requirements regarding students driving a car to school.

Student Signature..... Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

**Details of why the student is driving other students:**

.....  
.....

Deputy Principal Signature..... Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

- Approved
- Not Approved

## Appendix J

### COMPUTER/ INTERNET ACCESS AGREEMENT

The use of ICTs and Internet at Northside Christian College is a privilege. They are to be used for educational purposes only. While I have access to Computers and the Internet, I agree that:

- I will use them for educational reasons only.
- I will not obtain, view, share or send messages or files containing sexually explicit images, words or coarse language.
- I will not send or obtain any material, information or software or download the same, without permission.
- If I come across something that is illegal, dangerous or offensive, I will clear any offensive pictures or information from my screen and immediately tell the nearest teacher.
- I will not divulge details such as home addresses, phone number, and personal details.
- I will not use the Internet to annoy or offend anyone else. I will respect the privacy of others.
- I will not give my password to anyone else, or give permission for someone else to use my computer account.
- I will not access other students' work folders or access, alter or delete their files.
- I will not claim the work of others as my own (this is plagiarism).
- I will respect the expensive equipment provided for my use by not disrupting or damaging equipment.
- I will not deliberately change the ICT settings on any equipment or operating environment.
- I understand that it is my responsibility to make back up copies of my work when necessary.
- I will not access Facebook or other social network sites unless given specific permission.
- I recognise that Internet usage is for educational purposes only.

Having read this agreement, I agree to abide by the terms and conditions and Computer/ Internet rules, as written. I understand that if I break these rules, appropriate action will be taken. This may include loss of my digital device and Internet access privileges and /or contacting my parents or carers.

We have read, understood and agree to accept the ICT and Internet User Policy.

Student Name: .....

Student Signature: ..... Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Parent / Guardian Name: .....

Parent / Guardian Signature: ..... Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

## Appendix K

### VET STUDENT TRAVEL FORM

Student Name .....

Year Level .....

Home School of Student: Northside Christian College

1. VET Course and Year of Study: .....

2. Host School name and address of venue delivering VET Course: .....

3. Day / Time of weekly VET Course at Host School: .....

4. Main mode of transport from Home School to Host School for access to weekly VET course: .....

- Students driving a vehicle must complete the appropriate documentation from the College's Student Drivers Policy (Policy No. 34)

Please state any alternative travel arrangements: .....

5. What time will VET student be required to leave the College to travel to the Host school each week?

.....

6. Procedures required when leaving the Home School for VET class at Host School:

- Any student leaving Northside Christian College grounds must sign out before leaving the College and sign back in upon returning to the College. Students may not sign any other student in or out.
- The College has documented complete procedures in the Attendance and Roll Marking Policy. (Policy No. 33)

7. Will the VET student be accompanied by others in this travel to the Host School each week? If so who will the VET student be accompanied by? .....

8. Has the VET student and their parent/guardian signed the 'N.M.VET Cluster Student Commitment Form (if applicable) which clarifies the expectations for VET student behaviour'? .....

9. Has the student been given a copy of the policy on the 'N.M.VET Cluster External VET student Behaviour and Consequences (if applicable) for misbehaviour'? .....

10. If there are any changes to the travel arrangements described above, the VET student must inform Mr Michael Bond and a new Travel Form is to be completed and signed by all parties.

I have read and understood the above guidelines and agree to abide by all the rules stated in this agreement. Furthermore, I understand Northside Christian College has other relevant policy documents relating to attendance, behaviour, student travel in vehicles and the completion of assigned school work. I understand that my privileges will be suspended or revoked if I do not follow these guidelines.

Student Signature..... Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

We have read and understand the guidelines outlined in this document and agree that our child should abide by the above rules. I give permission for my child to leave the College grounds to travel to the VET course referenced in this document.

Parent / Guardian Name .....

Parent / Guardian Signature..... Date: \_\_\_\_/\_\_\_\_/\_\_\_\_





31 McLeans Road, Bundoora, VIC, 3083

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