2026

SENIOR PATHWAYS ADMINISTRATIVE HANDBOOK

Melbourne Archdiocese
Catholic Schools

MacKillop
Freedom and Joy Forever
Catholic Regional College Werribee

Table of Contents

Introduction 2

Statement of Democratic Principles 3

Glossary of Terms 4

Victorian Certificate of Education 5

VCE Subjects offered at MacKillop College 5

Victorian Certificate of Education (Vocational Major) 6

General Information 6

Course Requirements 6

Victorian Pathways Certificate (VPC) 7

Course Requirements 7

VCE VM and VPC Educational Practices 8

Delivery Modes and Assessment 8

School Based Apprenticeships and Traineeships (SBATs) 9

Study Guide 10

Senior Pathways – Rules, Regulations and Procedures 12

Table 1: VCE Graded Assessments 18

Part Assessment 20

The Role of Family 22

Pathways after Satisfactory Completion of the VCE 23

Pathways after Satisfactory Completion of the VCE VM and VPC 24

Careers Reference Service 25

Selecting a Course of Study 25

Prerequisite Criteria for Unit 1 & 2 Subjects 26

Prerequisite Criteria for Unit 3 & 4 Subjects 27

Introduction

The Victorian Certificate of Education (VCE), the Victorian Certificate of Education – Vocational Major (VCE:VM) and Victorian Pathways Certificate (VPC) are conducted under the auspices of the Victorian Curriculum and Assessment Authority. Completion of the VCE, VCE VM or VPC may lead to a variety of future options including employment and/or further study at TAFE or University.

At MacKillop College our guiding principle is to ensure each student achieves their best by recognising their own gifts and talents. We strongly encourage students entering the senior years of schooling to select subjects for which they have demonstrated a propensity and clear capability and importantly which they enjoy undertaking.

The VCE, VCE VM and VPC reflect the College's commitment to academic rigour and we strive to achieve results for each student that exemplifies excellence for that student, whatever that may be for them individually. To that end we will guide students into courses that are appropriate to them and will be proactive in ensuring their capacity to undertake selected studies or combinations of subjects prior to the commencement of their final years.

Students and families need to be aware that the move into senior secondary education has additional responsibilities for students and increased expectations. For example, skills such as time management and organisation will be dependent more on the student's own self-discipline and self-motivation than in previous years.

MacKillop College provides individual Subject Selection Counselling, Subject Selection Information Sessions, the Subject Selection and Careers Expo and careers advice to all students. However, it is important that, before committing to a particular course, students and families avail themselves of other information beyond this guide. These additional sources may include past and present students, current teachers, other families, employer groups, tertiary institutions and career centres.

MacKillop College Mission, Vision & Educational Principles

Our Vision Statement

Celebrating all life

Challenging all people

Dreaming the new day

Our Mission Statement

MacKillop is a Catholic college in the Josephite tradition.

Inspired by the spirit of Saint Mary of the Cross MacKillop, we strive to:
• encourage individuals to reach their full potential as life-long learners by providing an innovative, challenging and collaborative learning and teaching environment in a rapidly evolving society
• enhance positive relationships in a supportive community by promoting justice and a sustainable future
• support wellbeing by affirming the intrinsic dignity of each individual, embracing diversity and empowering active citizenship
• foster leadership by empowering and developing all members of the school community
• witness to the presence of God amongst us by celebrating our Catholic heritage as a faith community In this, we seek to be disciples of Jesus, our model for authentic humanity.

Our Educational Principles

Teaching and Learning
• A positive teaching and learning environment is dynamic and adaptive
• Lifelong learners challenge themselves
• Effective teaching is responsive to a rapidly evolving society

School Community
• A sustainable future is the responsibility of all community members
• Diversity, equity and justice form the basis of a supportive community
• Genuine partnerships between students, families, staff and the wider community promote a positive school environment

Student Wellbeing
• Each student is a global citizen called to respond to the challenges of their time
• Affirming the intrinsic dignity of each person is fundamental to student wellbeing
• An environment that models Catholic values enhances student wellbeing

Leadership and Management
• Leadership takes many forms; all are called to leadership
• Leadership encourages, nurtures and supports
• Effective management enables all members to engage fully in their leadership roles

Education in Faith
• All that we do gives witness to the presence of God
• All are invited to respond to God's call to bring hope to our world
• Our Catholic heritage is celebrated in the tradition of Saint Mary of the Cross MacKillop

Glossary of Terms

ATAR – Australian Tertiary Admissions Rank

Assessment Tasks – Tasks used to measure each student's level of achievement. Assessment tasks designated for Coursework must be part of the regular teaching and learning program and are completed mainly in class time.

Derived Exam Score – VCAA may approve the use of a calculated or anticipated exam score if a student is adversely affected during an examination period.

General Achievement Test (GAT) – All students undertaking Units 3 & 4 VCE or VCE VM will sit a General Achievement Test, which will be used to monitor school assessment and is used in the moderation of external examinations.

Outcomes – Achievement requirements for a Unit of Study. Students are required to demonstrate achievement of all outcomes in the unit.

Quality Assurance – The process to assure the quality of delivery and consistency in interpretation of learning outcomes and relevant levels.

Satisfactory Completion – Satisfactory completion of all Units will be based on completion of all the outcomes prescribed for the Unit.

School Assessed Coursework (SAC) – Assessment tasks used to measure each student's level of achievement. Assessment tasks designated for Coursework must be part of the regular teaching and learning program and must be completed in class and by all students both scored and unscored.

School Assessed Task (SAT) – Extended assessment tasks to be completed by students undertaking a Units 3 & 4 sequence in *Art Creative Practice, Product Design & Technology (Textiles & Materials, Tools and Processes), Media, Visual Communication & Design, Data Analytics and Software Development*. Performance on each task will be summarised by a letter grade from A^+ to UG and reported to the VCAA. These tasks can be completed in both class and at home. If students are permitted to complete part of the task at home, the 'Authentication Record for School Assessed Tasks' needs to be completed on a regular basis.

Semester – Equivalent to half a school year.

Sequence of Units – Most studies are designed as a sequence of four units to be taken in each semester over two years. VCE Units 3 & 4 must be taken as a sequence.

Special Provision – Where illness or other factors affect performance, students may seek special provision.

Study Design – The study design describes the units available within the Study and prescribes the objectives, areas of study, work requirements and assessment tasks.

Unit – A semester-length component of a Study.

Units 1 & 2 – Units within a VCE study designed to the Year 11 standard.

Units 3 & 4 – Units within a VCE study designed to the Year 12 standard.

Competency – this is the method of assessment utilized in VET courses of study and assesses whether or not the students has developed the required skills and knowledge required to reach a specific industry-accepted standard.

Home Study – work students undertake at home to revise, research, prepare for assessments and complete formatively assessed work set by teachers

RTO – Registered Training Organisations deliver nationally recognized training as VET subjects offered

VCAA – The Victorian Curriculum and Assessment Authority – responsible for curriculum, assessment, certification and administration of the VCE at Years 10, 11 and 12 levels in Victoria.

VCE VM – Victorian Certificate of Education (Vocational Major) VCE

VCE – Victorian Certificate of Education.

VET – Vocational Education and Training.

VPC – Victorian Pathways Certificate

VRQA – Victorian Registration and Qualifications Authority – responsible for the accreditation, registration and certification of all qualifications in Victoria.

Victorian Certificate of Education (VCE)

The Victorian Certificate of Education (VCE) is usually a two-year program of study.

The program is made up of semester length units (2 Terms each). At MacKillop, each student is expected to study at most 23 units over the course of their VCE years.

In order to complete the VCE, students must satisfactorily complete:

a) A minimum of 16 VCE units
b) at least three units from the English Group, two of which must be a Unit 3 & 4 sequence
c) an additional three Unit 3 & 4 sequences of studies other than English, which may include any number of English sequences once the English requirement has been met (including VCE VET Units 3 & 4 sequences)
d) Minimum of 50 hours class time per unit (as per VCAA requirements)

VCE Subjects offered at MacKillop College

Accounting	LOTE – Italian
Applied Computing	LOTE – Japanese
Art Creative Practice	LOTE – French
Biology	Mathematical Methods
Australian History	Media
Business Management	Modern History
Chemistry	Music Performance
Dance	Outdoor and Environmental Studies
Data Analytics	Software Development
Drama	Physical Education
Economics	Physics
English	Politics
English Language	Product Design and Technologies – Materials, Tools and Processes
Environmental Science	Product Design and Technologies – Textiles
Food Studies	Psychology
Foundation Mathematics	Religion and Society
General Mathematics	Specialist Mathematics
Geography	Texts and Traditions
Health and Human Development	Theatre Studies
History – Empires	Visual Communication Design
History – Revolutions	VET – Engineering Studies
Legal Studies	VET – Music (Sound Production)
Literature	VET – Sport, Aquatics and Recreation
VCE VM Personal Development Skills	VET - Small Business
VCE VM Literacy	VCE VM Work Related Skills
VCE VM Numeracy	

At MacKillop College, students are required to study Religious Education during each year of their VCE study. For students not studying either Religion and Society or Texts and Traditions, the Religious Education subject will be a school-based unit that is not accredited towards the VCE.

Victorian Certificate of Education Vocational Major (VCE VM)

General Information

The VCE Vocational Major (VCE VM) is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. The VCE VM will give students greater choice and flexibility to pursue their strengths and interests and develop the skills and capabilities needed to succeed in further education, work and life.

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

The purpose of the VCE VM is to provide students with the best opportunity to achieve their personal goals and aspirations in a rapidly changing world by:

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

Course Requirements

To be eligible to receive the VCE VM, students must satisfactorily complete a minimum of 16 units, including:

- Three VCE VM Literacy or VCE English units (including a Unit 3 & 4 sequence)
- Two VCE VM Numeracy or VCE Mathematics units
- Two VCE VM Work Related Skills units
- Two VCE VM Personal Development Skills units
- Two VET credits at Certificate II level or above (180 nominal hours)

Students must complete a minimum of three other Unit 3 & 4 sequences as part of their program. Units 3 & 4 of VCE VM studies may be undertaken together over the duration of the academic year to enable these to be integrated.

Completing the VCE VM requirements means that students have also completed the requirements of the VCE. Upon satisfactory completion of the VCE VM, students receive recognition through the appellation of 'Vocational Major' on their Victorian Certificate of Education and a Statement of Results.

Successful completion of VET units of competency are recognised by additional statements of attainment or certificates provided by the Registered Training Organisation.

Students who meet the requirements for satisfactory completion of the VCE, but not the requirements for the award of the Vocational Major appellation, will be awarded the VCE.

Each VCE VM unit of study has specified learning outcomes. The VCE VM studies are standards-based. All assessments for the achievement of learning outcomes, and therefore the units, are school-based and assessed through a range of assessment tasks.

Unlike other VCE studies there are no external assessments of VCE VM Unit 3 & 4 sequences, and VCE VM studies do not receive a study score. If a student wishes to receive study scores, they can choose from the wide range of VCE studies and scored VCE VET programs that contain both internal and external assessment components.

The VCE VM studies do not contribute to an ATAR. To receive an ATAR a student must complete a scored Unit 3 & 4 sequence from the English group and three other Unit 3 & 4 scored sequences. Students must achieve two or more graded assessments in these scored sequences.

Victorian Pathways Certificate (VPC)

The Victorian Pathways Certificate (VPC) is an inclusive Year 11 and 12 standards-based certificate that meets the needs of a smaller number of students who are not able or ready to complete the VCE (including the VCE Vocational Major). It provides an enriched curriculum and excellent support for students to develop the skills, capabilities and qualities for success in personal and civic life.

The VPC is an accredited foundation secondary qualification. While the VPC is not a senior secondary qualification, it can be a pathway to the VCE.

The VPC is designed to develop and extend pathways for young people, while providing flexibility for different cohorts. The VPC is suitable for students whose previous schooling experience may have been disrupted for a variety of reasons, including students with additional needs, students who have missed significant periods of learning and vulnerable students at risk of disengaging from their education. Students will gain the skills, knowledge, values and capabilities to make informed choices about pathways into a senior secondary qualification, an entry level vocational education and training (VET) course or employment.

The curriculum accommodates student aspirations and future employment goals. VPC learning programs connect students to industry experiences and active participation in the community. Through participation in the VPC students will gain necessary foundation skills to allow them to make a post-schooling transition.

The purpose of the VPC is to:

- equip students with the skills, knowledge, values and capabilities to be active and informed citizens, lifelong learners and confident and creative individuals
- empower students to make informed decisions about the next stages of their lives through authentic workplace experiences, providing them with the best opportunity to achieve their personal goals and aspirations in a rapidly changing world.

Course Requirements

To be eligible to receive the VPC, students must satisfactorily complete a minimum of 12 units, including:

- at least two units of VPC Literacy (or units from the VCE VM Literacy)
- at least two units of VPC Numeracy (or units from the VCE VM Numeracy)
- at least two VPC Personal Development Skills units
- at least two VPC Work Related Skills units.

Students can also include units from VCE (Vocational Major) studies, and VET units of competency. VPC students can receive VET credit for 90 nominal hours at the Certificate I or above level and receive structured workplace learning recognition.

The VPC is designed to be delivered in Year 11 and 12 and has a flexible duration depending on a student's individual learning plan and the delivery setting.

Assessment of VPC studies

Each VPC unit of study has modules with specified learning goals. A VPC unit can only be satisfactorily completed once all modules within that unit have been completed. The VPC studies are standards-based. All assessments for the achievement of learning goals are school-based and assessed through a range of assessment activities and tasks. Schools will report a student's result for each module to the VCAA as S (Satisfactory) or N (Not Yet Complete).

There are no external assessments of VPC studies. VPC studies do not contribute to the ATAR.

VCE VM and VPC Educational Practices

The VCE VM and VPC are underpinned by the following curriculum principles:

- student-centred approaches and decision-making regarding program design, delivery and evaluation
- opportunities for experiential learning and skill development through activities that are structured and sequential in their learning outcomes
- program design that has high relevance to personal strengths and experiences and that is responsive to diverse needs
- program delivery that builds resilience, confidence and self-worth
- learning environments that strengthen connections with the community
- students can enter and exit VCE VM and VPC at each level to pursue a range of pathway options

The following practices will be considered when planning VCE VM and VPC Learning Programs for students:

i) negotiating learning programs

It is important that students are actively involved in negotiating and planning their individual learning program.

ii) using flexible delivery modes

When planning Learning Program, teachers will determine the delivery modes most suited to students' needs and circumstances. Delivery can take place in classrooms, online, in community or workplace settings and may use workplace or community contexts.

iii) adopting student centred teaching practices

Delivery will be based on student centred experiential learning activities such as role plays, case studies, guest speakers and audio- visual presentations. Where possible, teachers will extend the learning experiences beyond the classroom through excursions and field trips and through applied learning.

iv) Integrating curriculum

The teaching and learning program for the various units, units of competence and modules that make up the learning program can be integrated. The knowledge and skills development that lead to the learning outcomes in one unit, can be extended by including content drawn from a VET unit or module.

Programs can be designed to include a thematic or project-based approach. Planning for this includes learning experiences and assessment tasks that are based on integration of learning outcomes. This might include combining the learning outcomes from different curriculum components in the same or different curriculum strands to reflect the integration of skills and competencies in authentic contexts, such as social or work activities.

Delivery Modes and Assessment

The VCE VM and VPC allows for a range of delivery modes in a variety of settings. Delivery modes may include but are not limited to:

- applied learning linked to community, work or school activities
- classroom delivery based on whole class, small group or individual activities
- flexible delivery such as distance learning and online learning
- projects that are integrated.

Delivery settings may include schools, post compulsory providers, community, workplace, sporting or simulated environments.

Delivery and assessment must be in accordance with the requirements of the individual curriculum components selected for the study. The delivery and assessment must be consistent with the requirements of the VCAA.

School Based Apprenticeships and Traineeships (SBATs)

VCE VM students can apply to commence a School Based Apprenticeship and Traineeship. School Based Apprenticeships and Traineeships enable students to gain a vocational and technical qualification while completing school studies. They are a great career option for students in Year 11 and Year 12 who have made the decision to pursue a career within a specific trade-related industry.

The features of a School Based Apprenticeship and Traineeship include:

- Students can finish Years 11 and 12 while starting an apprenticeship / traineeship
- Students are paid a training wage or apprentice wage for the time spent 'on-the-job' with an employer
- Students can gain nationally accredited qualifications in an industry as part of the program
- Students are covered by a training contract, which links to an industrial award or agreement.

Generally, students completing a School Based Apprenticeship and Traineeship will attend TAFE and Work Placement one day per week and will complete their school-based program on the other three days of the week, however some programs involve block release for TAFE of one week at a time over several weeks of the year. As TAFE and Work Placement requirements will create an additional workload for students, only those students meeting the following criteria will be considered for participation:

- A demonstrated ability to cope with the requirements of the school-based learning program
- Demonstrated appropriate work habits, both at school and at home
- Demonstrated that they are reliable and punctual in submission of required work
- Demonstrated regular attendance at school
- Shown they are cooperative in their dealings with all members of the school community and respectful of and compliant with the College General Expectations
- Demonstrated a willingness to work constructively within the established procedures of MacKillop College.

Study Guide

Homework and Home Study are essential if students are to complete VCE, VCE VM or VPC to the best of their ability. It aims to increase student understanding and retention of knowledge through encouraging ongoing, independent learning.

In VCE students should find 45 mins for each 100 minute period they have had that day at school to complete Homework and Home Study each night. While the amount of Homework set each night may vary, each student should allocate time to complete set tasks as well as study.

- **What is Homework?**
    - Task oriented, teacher directed learning tasks that have set completion dates that students must meet. The types of home study set by teachers may be:

a) practical exercises – providing students with the opportunities to apply new knowledge, or to review, revise and reinforce newly acquired skills.
b) preparatory home study – providing opportunities for students to gain background information so they are better prepared for future lessons.
c) extension assignments – encouraging students to pursue knowledge individually and imaginatively.

- **What is Home Study?**
    - Self-directed and student-centered work that is self-initiated and should be ongoing in nature. Home Study can take the following forms:

a) re-reading class notes
b) practicing vocabulary
c) revision of work completed earlier
d) wider reading
e) re-organising folders and notes
f) re-reading texts and novels
g) summarising notes and further reading.

All students should use their College diaries to record their Homework and organize their Home Study.

Timeline guide for success

HOMEWORK AND HOME STUDY

ASSIGNED WORK IN SUPPORT OF LEARNING

SELF-DIRECTED PRACTICES TO RE-INFORCE LEARNING

Year 7-8	Year 9-10	VCE
10 — MINUTES PER 50 MINUTE CLASS	30 — MINUTES PER 100 MINUTE CLASS	45 — MINUTES PER 100 MINUTE CLASS
Record your homework at the end of each lesson	Develop a homework and study timetable	Ask for assistance	Create a productive study space
Monitor consistent completion of work/study	Review feedback	Review content frequently	Disconnect from devices

STUDENTS TEACHERS FAMILIES

Senior Pathways – Rules, Regulations and Procedures

Satisfactory Completion of Units.

In accordance with VCAA recommendations the regulations regarding satisfactory completion of units (Satisfactory completion and levels of achievement VCAA) at MacKillop College are as follows:

What constitutes an 'S' for a VCE Unit?

Students must reach a satisfactory standard in all outcomes for the Unit of Study.

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

- produced work that demonstrates achievement of the outcomes.
- submitted work that is clearly their own.

The school is solely responsible for decisions about satisfactory completion of a unit. Results for each unit must be based on a judgment of satisfactory or non-satisfactory achievement of outcomes.

At the beginning of the Unit of Study, each student will receive details about the work they must do to satisfy the unit and the conditions under which the work is to be done. Copies of these documents can be collected from subject teachers, Learning Area Leaders or VCE Leaders.

The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement.

A student may be eligible for the award of the VCE if they have submitted a range of set work (formative tasks) and assessment tasks (including school-based assessments) for satisfactory completion of units but have not been assessed for levels of achievement in the study and have not completed external assessments

To achieve an outcome the student must:

- *produce work that satisfies the required outcome*
- *submit work on time*
- *submit work that is clearly their own*
- *observe the VCAA and school rules.*

*If a teacher judges that **all** outcomes are achieved, the student satisfactorily completes the unit. If a student does not the meet the requirements for an outcome, this will result in a Not Satisfactory (N) for that outcome and an overall N for the unit.*

If a student no longer participates in a class, coursework and assessments after withdrawal date, a J result will be awarded.

What are the consequences of receiving an N or J result for a unit?

If a student receives an N or J result for a Unit 1 or 2 unit, that unit will not contribute to the 16 units required to complete the VCE program.

If a student receives an N or J result for a Unit 3 or 4 unit, both units will not contribute to the 16 units required to complete the VCE program. Both units will not contribute to the four unit 3.4 sequences required for the VCE. The student will not receive a study score for that subject, and the subject will not contribute to their ATAR.
Refer to the VCAA VCE Administrative Handbook for further details.

Please Note:

What is Unscored VCE?

Unscored VCE refers to students who complete their chosen VCE subjects (at least four) but opt not to sit their final exams and do not receive an ATAR. Unscored VCE students are still required to achieve a Satisfactory result in their coursework for each subject and to undertake the SAC for each outcome.

What constitutes an S for a VCE VM or VPC Unit?

A student will receive an S for a unit in the Work Related Skills, Personal Development Skills, Numeracy and Literacy units when they have demonstrated competency in all learning outcomes for the unit.

Outcomes will be assessed as either Satisfactory (S) or Not Satisfactory (N). Individual Graded Assessments may be graded as either Competent (C) or Not Yet Competent (NYC).

An overall assessment of Satisfactory (S) or Not Satisfactory (N) will be given for the unit.

A student must demonstrate that they are competent in all elements in each learning task to pass the overall unit in any given subject. All teachers will maintain record sheets of a student's progress. Students will also maintain records of their achievements; these should be carefully monitored by families.

What constitutes an S for a VET Unit?

VET is a yearlong subject. A student will receive an S for a Unit of Competency (UOC) within their VET subject if they are able to demonstrate the various units of competency required by the unit within the certificate.

Timely Submission of Work

Due dates and times for the completion of School Assessed Tasks and outcomes must be strictly adhered to. Late submission of work will incur an N result and a zero score for any assessed coursework. If a student is awarded N for an outcome the whole unit is deemed unsatisfactory. An N form notification will be forwarded to families and students via SEQTA. Students will have the opportunity to appeal the N result. Any appeal must initially involve a discussion with a VCE or Applied Learning Leader and then be made in writing by the student and lodged via the VCE or Applied Learning Leaders within one week of receipt of the N result notification. Students may then need to attend a hearing with the relevant Deputy Principal, VCE or Applied Learning Leader and Subject Teacher or Level Leader. A family member may attend the hearing in a support role, not as an advocate. A written response to the appeal will then be issued within 14 days.

No subject teacher may grant an extension on the submission date for VCE outcomes. In some cases, in exceptional circumstances, teachers may grant short extensions for VCE VM subjects, with the permission of an Applied Learning Leader.

All dates for School Assessed Coursework (SACs) will be given to students prior to the SAC. No other due dates may be introduced. If a teacher wishes to reschedule a task because the students are not ready to be assessed or due to other circumstances, this will be done in consultation with the VCE or Applied Learning Leader. Adequate notification will be provided to all students in the classes.

Due Dates for VCE 'Assessment Tasks':

When a student is absent during a School Assessed Coursework task (SAC) and has a medical certificate or Statutory Declaration (for a single day absence only) and a note from families on returning to school, then they will be required to complete the SAC according to the process outlined in the Supplementary SAC procedure.

Due Dates for SATs (Units 3 & 4):

If a student is absent on a due date for a SAT, it must still be submitted by 4:00 pm on that date. In these circumstances the VCE Leader must be contacted to nominate the person who will submit the SAT and the expected submission time. An extension of time cannot be granted.

Due Dates for VCE VM 'Assessment Tasks':

When a student is absent during an Assessment Task and has a medical certificate or Statutory Declaration (for a single day absence only) and a note from families on returning to school, then they will be required to complete the Assessment Task according to the process outlined in the Supplementary Assessment Task procedure.

Special Provision

A student is eligible for Special Provision if, at any time while studying for the VCE, VCE VM or VPC, they are adversely affected in a significant way by:

- illness (physical or psychological)
- any factors relating to personal environment
- other serious cause
- an impairment or disability, including learning disabilities.

The adverse circumstances affecting the student must in no way be within the control of the student, for example a student who nominates for a student representative position may not then claim disadvantage on grounds related to that position. Prolonged absence from school or study is not in itself grounds for Special Provision. However, provisions are available to students experiencing severe hardship that may result in prolonged absence. Students granted Special Provision must still complete all schoolwork related to satisfactory completion of the outcomes of a VCE unit. Students absent from school for prolonged periods must still comply with the school's authentication procedures to demonstrate that they have completed the work and that the work is their own.

The VCAA specifies four variations of 'Special Provision':

- Student programs
- School-based assessment
- Special Examination Arrangements
- Derived Examination Score.

If a student believes they have a need to apply for Special Provision, students should speak to the VCE or Applied Learning Leader about eligibility and the process of application.

Teachers can find the details of the Special Provisions allowed for a particular student in the Student Plans section of SEQTA. This can be accessed by finding the student in the SIP and clicking on the green half-moon shaped symbol under the photo. No adjustments to assessments should be made without confirming that the Special Provision has been approved by the VCAA by checking the VCE Special Provision Plan in SEQTA.

Absence

Students should attend all classes. An absence from any class is considered to be an 'Unapproved Absence' except for the following circumstances:

- A note from a family member and a medical certificate or statutory declaration is provided to cover the absence. Statutory Declaration will only be accepted for a single day absence and if a student is absent for consecutive days, a medical certificate must be produced. All documentation must be produced no later than three days after the student's return to school and shown to the student's homeroom teacher or the absence will be deemed an 'Unapproved Absence' and the student may risk failing the subjects for which they were absent. Statutory declarations must be made on the day of illness and completed by the family. Statutory declarations can only be used for medical reasons when a student has been unable to see a doctor on the first day of the illness.
- The student is required to attend a school organised activity or excursion. (Please note that students will be permitted, at the discretion of the Deputy Principal or their delegate, to be absent from a maximum of 300 minutes of class time per subject per semester in order to participate in representative sporting activities and other activities such as Senior Sports Days or rehearsals for the musical and/or other performances. Documentation proving student involvement will need to be produced before approval will be granted.)
- The family has discussed with the VCE or Applied Learning Leader or Year Level Leader(s) special circumstances that prevent attendance (e.g. representation at state level sport, funeral of a close friend or relative). Any absence approved will be at the discretion of the VCE or Applied Learning Leader.

Activities such as entertaining relatives or family friends, family holidays, preparing for a debutante ball, applying for a Learner's Permit or Driver's License and the like are not considered valid reasons for school absence and will be deemed 'Unapproved' whether or not a family note is provided explaining the absence.

In all cases, families are urged to contact the school in a timely manner if their child is unable to attend classes.

Attendance Requirements

Attendance in the classroom is vital if a student is to successfully complete their VCE, VCE VM or VPC studies. The volume of work to be covered in all subjects is such that even if they are absent for even a brief period a student's progress may be adversely affected. Access to textbooks, computer programs, tutors and the like are all valuable aides to student performance but there is simply no substitute for being in the classroom and interacting with the teacher and other students.

Regular attendance in class is also vital for allowing teachers to authenticate student work; extended absence from class, whether Approved or Unapproved makes authentication of student work very difficult, if not impossible. If a teacher is unable to authenticate student work the student risks failing the outcome and therefore the unit. It is for this reason that the attendance policy at VCE, VCE VM and VPC level is so stringent.

Attendance at each subject must not be less than 90% for 'Unapproved Absences'. [This means that a student may miss a maximum of *10% of class time per unit per semester as 'Unapproved Absences'. In practical terms, this means that a student may miss a maximum of* ***400*** ***minutes of class per unit per semester*** *for reasons other than those deemed as 'Approved Absences*'].

The VCAA also stipulate that students must complete a minimum of 50 hours contact time per unit. If a student's actual attendance is less than 80% (Approved and Unapproved Absences combined) they may be unable to satisfy the 50-hour requirement and may receive an 'N' result for that unit.

Student attendance will be marked every lesson. In the event of a teacher being absent, students are expected to attend class in the designated room – attendance will be taken by the teacher assigned to take the lesson.

If a student misses numerous classes due to absences caused by reasons involving Special Provision, the student may still be recommended to repeat the unit(s) in order to recover the work missed.

Submission of Work

All work must be submitted to subject teachers during class time or at the completion of class time on the due date.

In the event that:

- a class is not held on the due date, or
- the subject teacher is absent on the due date

Work must only be handed in to the VCE or Applied Learning Leader or relevant Year Level Leader. Students must follow the instructions left for them by their teacher. **Do not give work to any other teacher, other than those mentioned above.**

Lost/Damaged Work

If a student's work is lost or damaged by the student or teacher, evidence of production, ie. Notes and rough drafts, must be produced. It is a requirement of students undertaking SATs that they keep such evidence of production for the whole year. In the event that work is lost or damaged, a complete written statement describing the circumstances of the incident must be provided to the VCE or Applied Learning Leader as soon as practicable after the loss or damage has occurred. The Principal, acting on advice from both the teacher and the VCE or Applied Learning leader shall determine the course of action to be taken and/or the unti result fort he student.

Use of Computers for SAT Completion

Students using computers must keep in mind the following points:

a) there must be an alternative system available for use in case of computer or printer malfunction or unavailability
b) each time changes are made the work is saved onto a back-up file. The back-up file should not be stored with the computer
c) hard copies of the work in progress are produced regularly to meet drafting and authentication requirements
d) the location of any saved SAT work is not made available to other students. For example, devices containing files of assessment tasks should not be lent to other students under any circumstances

Work lost due to computer/memory device failures etc. are not grounds for an extension of work or to appeal an N result due to non- submission.

Redemption and Appeals

Students cannot re-sit an assessment task to improve their result. They can only re-sit an assessment task or submit further work to achieve an S result for the outcome or unit but their grade cannot change from the original result.

Students who have achieved N for an outcome will be issued with an N form notification via SEQTA. Students have one week from the date of notification of the N result to appeal the result. If a student wishes to make an appeal, this must be written by the student and submitted to the VCE or Applied Learning Leader. Students may then be required to attend an appeal hearing and, if the appeal is successful, may be given the opportunity to obtain S for the outcome. All appeals will be considered by the Senior Pathways Committee.

Correspondence

All correspondence between the college and students and their families relating to N results, appeals and other urgent factors relating to an individual student's place in the VCE, VCE VM or VPC course, will be via SEQTA Notification and email.

Authentication of Unit Outcomes and Coursework Assessment

Completion of unit outcomes will be accomplished in class time and teachers are required to adhere to the VCAA rules for authentication. This requires teachers to sight students completing work.

Administrative Procedures for Authentication of Student Work

- **Authentication procedures for School Assessed Tasks:**

Students will retain ALL evidence of the development of the School Assessed Task (SAT) from planning and drafting through to the final piece of work. Students will present developmental work to the teacher for sighting at least three times for the SAT prior to the submission of the finished piece of work. At each time of the sighting of a SAT the student will sign an 'Authentication Record School Assessed Tasks' that is held by the teacher.

- **Student responsibilities (for all SACs and SATs):**

Students will acknowledge all resources used. This includes:

- text, web sites and source material
- the name/s and status of any person/s that provided assistance and the type of assistance provided (including tutors)
- Students should refer the MacKillop College Student Diary for detailed information on how to reference sources for schoolwork

Students 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 or 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 or self-correction.

- **Unacceptable levels of assistance include:**

- use of, or copying of, another person's work or other resources without acknowledgment
- actual corrections or improvements made by another person.

Students will sign a *'Declaration of Authenticity. School Assessed Tasks and Coursework completed outside class time'* form when submitting a SAT or Coursework done outside class time to a teacher.

At the time of submission, students may be asked to demonstrate their understanding of the SAT or Coursework. This demonstration may take the form of for example an interview, a supplementary assessment task or a test. Students will receive notification in writing at least 24 hours prior to the conduct of alternate task eg. the interview, assessment task or test. Notification will be delivered to the student's

family.

The student must produce written evidence of the development of the SAT or Coursework completed out of class time within 24 hours of receiving a written request for such evidence. This written request must be signed and dated by the subject teacher concerned and the VCE or Applied Learning Leader.

All suspected breaches of authentication must be reported to the VCE Leader as soon as practicable. The VCE Leader will conduct a preliminary review of the allegation. Where an allegation warrants formal investigation, the student will be notified in writing of the nature of the allegation, the evidence being considered and the process to be followed.

An investigation will be undertaken, including the collection of relevant evidence. The student will be provided with a reasonable opportunity to respond to the allegation. This response may be provided in writing and/or through a meeting. The student may present supporting evidence and may have a parent or guardian present during any meeting where appropriate.

The Principal or delegated senior leader is the designated decision-maker and will determine the outcome based on the available evidence. Students will be notified in writing of the outcome, including any penalties applied and their right of appeal. Wherever possible, investigations will be conducted and resolved within 5–10 school days.

Students will be notified of any penalties as a result of a breach of the rules for authentication, in writing.

Students have the right of appeal to the Principal and to the VCAA against any penalty imposed for breaches of authentication. The Principal will delegate responsibility to hear an appeal to a VCE panel. The student is able to make verbal and written submissions to the panel and also have a family member accompany them at an appeal.

A student also has the right to make a further appeal against any determination of the VCE Panel in writing to the VCAA within 7 days of the VCE or VCE VM Panel's written notification to the student. Students appealing to the VCAA may ask the VCE or Applied Learning Leader for advice regarding the appeals process.

Penalties for Incidents Involving a Breach of Authentication

The VCE or VCE VM Panel has the power to:

- reprimand a student
- give the student the opportunity to resubmit work if this can occur within the dates designated by the VCAA
- refuse to accept that part of the work or SAT which infringes the rules and make a decision as to whether to award the work an N or an S upon the remainder of the work
- refuse to accept any of the work or SAT if the infringement is judged by the Principal to merit such a decision, in which case an N will be awarded for the work or the student should be awarded NA (Not Assessed) for the SAT

The Principal has the discretion to apply additional penalties, including a reduction of marks, as deemed appropriate as a consequence of an authentication breach of rules. In all cases of breach of rules, the Principal will be guided in the decision by advice from the VCE or VCE VM Panel.

Where a student is dissatisfied with the outcome of the school-based appeal process, they may seek further review through the Victorian Curriculum and Assessment Authority (VCAA). An application to the VCAA must be made in writing within 7 days of receiving the school's written decision.

Students should be aware that the VCAA will not re-mark school-based assessment tasks or reconsider academic judgement. The VCAA will review whether the school has followed the correct procedures in accordance with VCAA rules, including whether the student was afforded procedural fairness throughout the investigation and decision-making process.

Students seeking to appeal to the VCAA are encouraged to consult with the VCE or Applied Learning Leader for guidance on the process and requirements for submission.

VCE Assessment

Outcomes will be assessed as either S (Satisfactory) or N (Not Satisfactory).

Individual graded assessments may be reported using one or more of the following:
- a letter grade scale or percentage
- a criteria sheet (VH, H, M, L, VL, NS)
- a test score result

An overall assessment of S (Satisfactory) or N (Not Satisfactory) will be given for the unit.

A student who meets all attendance requirements and has produced work that demonstrates the achievement of the outcomes as per the VCE S Task List and clearly submitted work that is their own will receive an S for that assessment.

A student will receive an N (Not Satisfactory) for the unit when one or more of the following occurs:
- the work does not demonstrate achievement of the outcomes
- the student has failed to meet a school deadline for the school-based assessment task (including any approved extension or special provision)
- the work cannot be authenticated, for example through lack of attendance or insufficient evidence of development
- there has been a substantial breach of the VCAA rules or the school's rules and procedures

All teachers will maintain records of a student's progress. Students are also expected to maintain records of their own work and development, and these should be carefully monitored by families.

Units 1 & 2 VCE School Assessment

Each outcome will be graded as either: S (Satisfactory) or N (Not Satisfactory).

Any outcome of a standard that is not satisfactory will be awarded N (Not Satisfactory), therefore the overall assessment of the Unit will be N (Not Satisfactory).

Students will also be awarded a grade for each of the assessment tasks on the end of semester school report. The grades are awarded by the school and will not appear on the VCAA Certificate.

Unit 1 & 2 Examinations

Examinations are an integral element of the assessment of Unit 3 & 4 subjects, usually comprising between 34% and 66% of the total marks for a given subject; therefore, familiarity with examination techniques, structure and content at VCE level is crucial for students if they are to realise their full academic potential. With this point in mind, it is vital that students are exposed to subject examinations before they commence Unit 3 & 4 studies and examinations in Units 1 & 2 take on an important role in terms of helping prepare students for the rigor of Unit 3 & 4 studies.

Examinations in Unit 1 & Unit 2 will be as similar to corresponding Unit 3 & 4 examinations as is practicable. These exams will be conducted at the end of Semesters One and Two respectively.

A student who receives an unsatisfactory grade for the examination in either Unit 1 or 2, or the actual unit itself, and wishes to carry on with that Unit at 3 & 4 level, may be advised, after consultation between the student, their family, the subject teacher and the VCE Leader, to reconsider that particular subject choice for study at Unit 3 & 4 level. At the very least, such students will be required to undertake extra preparation work in addition to holiday homework set for the subject. The aims of this extra work is to consolidate skills and to identify and address specific weaknesses so as to provide a firmer academic footing at Unit 3 & 4 in that subject.

Any student who wishes to undertake a Unit 3 & 4 subject without having completed at least Unit 1 or 2 in that subject will also be required to complete extra preparation work for the proposed subject. Students taking up a Unit 3 & 4 subject without having completed either Unit 1 or 2 in that subject area, should also be aware that preference for admittance to that particular subject at Unit 3 & 4 level will be given to students who have completed Unit 1 and/or Unit 2 studies in that subject.

Families and students are reminded that as per the VCAA regulations, teacher performance is not considered grounds for appeal against a SAC, examination, or unit result. **It is the policy of MacKillop College that VCE students will not be permitted to change classes because of perceived issues with a subject teacher.**

Units 3 & 4 VCE School Assessment

Each outcome will be graded as either: S (Satisfactory) or N (Not Satisfactory).

Any outcome of a standard that is not satisfactory will be awarded N (Not Satisfactory), therefore the overall assessment of the Unit will be N (Not Satisfactory).

VCAA requires that all assessment tasks are stored securely and remain inaccessible to students until after results have been published. Once results are published, students may collect their work from the school.

Table 1: VCE Graded Assessments (updated 23/4/25)

Subject	School Assessed Coursework (%)	School Assessed Task (%)	Written Examination (%)	Oral or Performance Exam (%)
Accounting	50	-	50	-
Applied Computing	20	30	50	-
Art Creative Practice	10	60	30	-
Biology	50	-	50	-
Business Management	50	-	50	-
Chemistry	50	-	50	-
Dance	25	-	25	50
Drama	40	-	25	35
Economics	50	-	50	-
History: Empires	50	-	50	-
English	50	-	50	-
English Language	50	-	50	-
Environmental Science	50	-	50	-
Food Studies	60	-	40	-
Foundation Mathematics	60	-	40	-
General Mathematics	40	-	60	-
Geography	50	-	50	-
Health and Human Development	50	-	50	-
Languages (Japanese, Italian, French)	50	-	50 (including oral)	-
Legal Studies	50	-	50	-
Literature	50	-	50	-
Mathematical Methods	40	-	60	-
Media	20	40	40	-
History: Modern History	50	-	50	-
Music Performance	35	-	15	50
Music (Sound Production) (VET)	50	-	50	-
Outdoor and Environmental Studies	50	-	50	-
Physical Education	50	-	50	-
Physics	50	-	50	-
Product Design and Technology: Textiles	20	50	30	-
Psychology	50	-	50	-
Religion and Society	50	-	50	-
Specialist Mathematics	40	-	60	-
Sport, Aquatics and Recreation (VET)	50	-	50	-
Texts and Traditions	50	-	50	-
Theatre Studies	45	-	30	25
Visual Communication Design	20	50	30	-

This overall performance grade is separate from the unit result (S or N) which is achieved by completing outcomes in each unit. Both the overall grade and the unit result will be used to determine whether or not a student is recommended to take a particular subject at Unit 2 or at Unit 3 & 4 level.

VCE Supplementary Tasks

If a student is absent on the day on which a SAC is scheduled, and the absence has been deemed 'approved', they will be entitled to sit a SAC of equivalent difficulty, challenge or scale. This SAC is known as an 'Absence SAC' and will be graded as per the procedure for any SAC done in class, i.e., the student will receive a score for the SAC.

If the absence has been deemed an 'Unapproved Absence' the student will be permitted to sit a Supplementary Task in order to redeem an S result for the subject, but they will receive a score of zero for the assessment, regardless of how well they do on the Supplementary Task (this can have a significant impact on a student's Study Score, and therefore ATAR score).

The relevant subject teacher will consider any supplementary task, completed during the afterschool time, as additional coursework evidence. The supplementary task provided to students can include: a whole or part of a supplementary SAC or any other additional tasks required in order provide the student with an opportunity to redeem the task. The school may decide to delay the decision about satisfactory completion to allow a student to complete or submit further work

A student enrolled in a Unit 3&4 subject may only submit further evidence or resubmit a school-based assessment for reconsideration, to redeem an N to an S for the outcome. Students may not resubmit to improve a school-based assessment score.

Supplementary Tasks will be held on Monday or Wednesday afternoons, between 3:30pm and 5:30 pm and notifications release via SEQTA.

VCE VM and VPC School Assessment

Outcomes will be assessed as either S (Satisfactory) or N (Not Satisfactory). Individual Graded Assessments may be graded as either Competent on Not Competent.

An overall assessment of S (Satisfactory) or N (Not Satisfactory) will be given for the unit.

A student must demonstrate that they are competent in all elements in each learning task to pass the overall Unit in any given subject. All teachers will maintain record sheets of a student's progress. Students will also maintain records of their achievements; these should be carefully monitored by families.

Assessment Principles for VCE VM and VPC Learning Programs

Assessment within the VCE VM and VPC 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.
- 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.

Integrated Assessment in VCE VM and VPC

Assessment in the VCE VM and VPC can be integrated to focus on the assessment of integrated curriculum projects/activities rather than specific assessment tasks developed for individual learning outcomes or elements of competency. In developing an integrated or holistic approach to assessment, a number of outcomes from curriculum components in one or more strands can be grouped into logical, assessable activities that take into account project-based or thematic activities.

VCE VM and VPC Assessment for Students with Disabilities

While flexibility in relation to assessment methods, assessment tools and context is encouraged to meet the specific needs of students, the validity and reliability of the assessment must not be compromised in any way.

Flexibility in assessment methods is important, particularly for students with disabilities. In some instances the time taken to provide a response in alternative modes may be considerably longer and it may be unrealistic to expect such learners to achieve the outcomes in the stated nominal hours. Students may need an extended time to complete the learning outcomes in these cases.

When assessing students with particular learning needs the validity and reliability of assessment must be maintained.

Recognition of Prior Learning (RPL) in VCE VM and VPC

Recognition of Prior Learning (RPL) is applicable to students who can demonstrate prior learning and experience relevant to the Personal Development Skills (PDS) and Work Related Skills (WRS) units. Where students have been granted RPL, evidence must be completed and kept by the Applied Learning Leader that demonstrates successful completion of all of the unit learning outcomes.

RPL is the acknowledgment of skills and knowledge obtained through any combination of formal or informal training, experience or general life experience. Decisions regarding RPL for PDS and WRS units are the responsibility of the Applied Learning Leader via the VCAA.

Assessment Methods for VCE VM and VPC Units

A range of assessment methods can be used to verify successful completion of the learning outcomes of each VCE VM and VPC unit in the learning program. Assessment methods must be flexible, valid, reliable and fair and may include compilation of a student portfolio of evidence that can include, but is not restricted to, documented evidence of:

- student self-assessment
- teacher observation
- reflective work journals
- student log books
- oral presentations
- oral explanation of text
- written text
- physical demonstration of understanding of written or oral text
- discussion
- debates
- role-plays
- folios of tasks or investigations
- performing of practical tasks
- photographic/video productions
- Multimedia presentations.

Part Assessment

Successful Completion of VCE VM and VPC Units

The College coordinates the assessment and collection of results for all curriculum components within the VCE VM and VPC learning program. The satisfactory completion of curriculum components must be in accordance with the assessment guidelines for the accredited curriculum.

For VCE VM or VPC units, students will receive a satisfactorily completed (S) or not yet complete (N) result for each unit.

Students will receive an N in a VCE VM or VPC unit if they do not meet the course requirements outlined in the Study Designs.

VCE VM and VPC Supplementary Learning Outcome

If a student is absent on the day on which an outcome is scheduled, and the absence has been deemed 'approved', they will be entitled to sit an Assessment Task of equivalent difficulty, challenge or scale. This outcome is known as a 'Supplementary Assessment Task'.

If the absence has been deemed an 'Approved Absence' by the College, then the Supplementary Assessment Task will be graded as per the procedure for any Assessment Task done in class.

If the absence has been deemed an 'Unapproved Absence' the student will not be permitted to sit the Supplementary Assessment Task in order to redeem an S result for the subject.

Supplementary Assessment Tasks will be scheduled for the next available afternoon immediately following the date of the missed task and students must be prepared to sit the Supplementary Assessment Task on this date. Failure to attend the rescheduled task without appropriate documentation, ie, a medical certificate or equivalent will result in the student receiving an N result for that piece of work.

VET Satisfactory Unit of Competence Result

Students receive an S for a unit of competence when they have demonstrated competence as assessed by the Registered Training Organisation (RTO). Students receive an S for a module when they have demonstrated achievement of all the learning outcomes as assessed by the RTO.

Satisfactory completion of VCE VET units is calculated automatically as students satisfactorily complete Units of Competence/Modules. Most VCE VET programs consist of four VCE VET units containing one Unit 3 & 4 sequence.

VET Not Satisfactory Unit of Competence Result

Students will receive an N for a Unit of Competence if they have not yet demonstrated competence. Students receive an N for a module when they have not yet demonstrated achievement of all learning outcomes. Where a student has not satisfied sufficient Units of Competency/modules to be awarded satisfactory completion of a VCE VET unit, the result is left blank.

If a student does not receive an S on their mid-year report, there is opportunity for the student to be deemed competent by the end of the year if they are able to meet the minimum competency standard.

Reporting of Results / Grades

The VCAA will assess students on each of the outcomes using their criteria.

After assessment tasks are submitted and marked, teachers will provide appropriate feedback to students in the form of:

- written comments
- very high, high, medium, low, very low, not shown on a criteria sheet
- raw tests score for each individual piece of assessment.

The VCAA will moderate all School Assessed Coursework against the examination(s), therefore, Staff at MacKillop College will NOT report or provide feedback on:

- the students ranking position in the Unit of Study
- the totalling or averaging of scores for Assessment Tasks
- a letter grade for the Assessment Tasks or SATs.

Students need to be aware that their total School Assessed Coursework scores may change following moderation done by the Victorian Curriculum and Assessment Authority.

School Assessed Coursework and School Assessed Task grades are awarded by the Victorian Curriculum Assessment Authority and not by MacKillop College.

Pathways after Satisfactory Completion of the VCE

By the time students have completed the VCE they have completed 12 or 13 years of schooling. Careful consideration should be given before a further course of study is attempted. A course of study after VCE will probably involve either a TAFE College or a University.

To enter most Tertiary Institutions, Year 12 VCE students need to apply to the Victorian Tertiary Admissions Centre (VTAC).

VTAC distributes information each year. This information is issued to all students, and provides a guide and an action plan through the course research and application processes. The course research and application process involves four main steps:

- **Planning** – how and when you will research courses and institutions,
- **Researching** – courses and institutions that interest you and ensuring you are eligible for them,
- **Deciding** – on the course/s that are right for you and lastly,
- **Applying** for up to eight courses, in order of reference.

Apart from receiving the booklet, students are also encouraged to use the VTAC website www.vtac.edu.au which provides information about the entry requirements (prerequisites) for hundreds of university and TAFE courses in Victoria. It informs students what subjects they need at Year 12 and what else they must do to be eligible to apply for a particular course. The entry requirements must be thoroughly understood by any student who intends to do a Degree, Diploma, Associated Diploma or advanced Certificate Course.

Students must check with Tertiary Institutions as to the required subjects for the courses they want to study, and to go to open days held by institutions which display their courses and facilities.

Pathways after Satisfactory Completion of the VCE VM and VPC

The VCE VM or VPC is designed to develop and extend pathways for young people. On completion of a VCE VM or VPC, students will be able to make informed choices about employment or education pathways.

Meaningful pathways are created through linking student aspirations and future employment goals to the choice of accredited curriculum in individualised ways, as well as connecting local community partnerships with VCE VM or VPC learning programs for work and industry experiences, active participation in community and to support young people.

The ability to include curriculum from across education sectors in VCE VM or VPC learning programs connects students with broader options for work, further education and active community participation.

Successful partnerships in the VCE VM and VPC work at building a culture of collaboration, crossing bridges between schools and other providers. Achieving the pathways that arise from these partnerships relies on strong cooperative relationships and commitment to:

- a shared understanding that 'learning does not stop at the school gate'
- personal, current, working knowledge of cultures of both TAFE institutes/ACE organisations and schools, with easy movement between the sectors
- a 'whole community' approach, with shared leadership, pooling resources and expertise and letting go of exclusive ownership of learning programs.

Pathways at each level of completion can include the following:

- VCE:VM
- VPC
- Completion of VCE at Year 11 or Year 12
- New Apprenticeships (including traineeships)
- Study at TAFE or some University courses (these are limited and careers advice is required)
- Employment.

Careers Reference Service

The Careers Reference Service operates as an integral part of the College's student counselling services. The Careers Counsellor is available to families and students, through an appointment system. The Careers library is constantly updated. A wide variety of materials are available from Careers.

Careers Services provided include:

- Information on a range of career related issues, e.g. apprenticeships, traineeships.
- Assistance and advice with job search techniques
- Provision of guest speakers to address students
- Organising excursions, e.g. Careers Expo, Tertiary Information Service events.
- Providing workshop activities and structured lessons on career related topics
- Advocating on students' behalf when necessary
- Dissemination of information relevant to senior students
- TAFE information
- Tertiary course information.

Selecting a Course of Study

Step 1

Read the appropriate subject descriptions in the Senior Pathways Handbook.

Step 2

Select a course of study. However, it is important to get an initial picture of the program you intend to undertake.

When selecting subjects consider the following:

- Student's interests and motivation. Students are encouraged to use the 'myfuture' website to explore career pathways associated to the learning area of interest at https://myfuture.edu.au/bullseyes
- Known ability and performance in subject areas
- Requirements for a particular career choice
- Prerequisites that may be necessary for admission to tertiary courses
- A course that leaves options open for the future

Step 3

Input subject selections electronically and return the signed receipt of your selections to the Deputy Principal – Learning and Teaching by the due date.

Step 4

Review the subjects chosen. If students need to change their choice of subjects, students may negotiate with Deputy Principal – Learning and Teaching. Student initiated changes will be allowed during a period of time to be determined in November after the completion of the end of year exams.

Step 5

Final approval of courses will be distributed after the completion of end of year exams and all subject results have been finalised.

Final subject selection in the Mathematics and Languages Learning Areas will be determined after consultation within the relevant Learning Area. In instances where the College determines that a student may not be eligible to undertake a certain subject, the individual student and their families will be notified before the close of the school year in order to make a subject change.

Recommended Criteria for Unit 1 & 2 Subjects

The following provides a list of recommended subjects that students should successfully complete before choosing to study the appropriate Unit 1 & 2 Subject. These recommendations are based on development of essential skills required for success and many years of evidence of results.

Learning Area	Unit 1 & 2 Subject	Recommendation
English	-	-
Mathematics	Mathematical Methods Specialist Mathematics	Year 10 Maths Methods
Science	-	-
Health & Physical Education	-	-
Humanities	-	-
Languages	Italian	Year 10 Pre VCE Italian
	French	Year 10 Pre VCE French
	Japanese	Year 10 Pre VCE Japanese
The Arts – Performing	Music Performance	Year 10 Music or AMEB Grade 3 Music Language and Practical Equivalent
	Dance	Year 10 Dance or Dance Audition
The Arts – Visual	-	-
Religious Education	Religion and Society Texts and Traditions	Subject Teacher Recommendation
Digital Technologies and Computing	-	-
Design and Technologies	-	-
VET	-	-

Recommended Criteria for Unit 3 & 4 Subjects

The following provides a list of recommended subjects that students are strongly advised to complete before studying the appropriate Unit 3 & 4 Subject. This is based on development of the essential skills required for success and many years of evidence of results.

Learning Area	Unit 3 & 4 Subject	Prerequisite
English	English Language	English Language Unit 1 & 2
	Literature	Literature Unit 1 & 2
Mathematics	General Maths	General Mathematics 1 & 2
		Mathematical Methods Unit 1 & 2
	Mathematical Methods	Mathematical Methods Unit 1 & 2
	Specialist Mathematics	Mathematical Methods Unit 1 & 2
		Specialist Mathematics Unit 1 & 2
Science	Chemistry	Chemistry Unit 1 & 2
	Physics	Physics Unit 2
Humanities	Accounting	Accounting Unit 1
	Economics	Economics Unit 1 &/or 2
Health & Physical Education		No Prerequisites
Languages	French	French Unit 1 & 2
	Italian	Italian Unit 1 & 2
	Japanese	Japanese Unit 1 & 2
The Arts – Performing	Dance	Dance Unit 1 &/or 2
	Drama	Drama Unit 1 &/or 2 or Theatre Studies Unit 1 &/or 2
	Music Performance	Music Performance 1 & 2
	Theatre Studies	Drama Unit 1 &/or 2 or Theatre Studies Unit 1 &/or 2
The Arts – Visual	Art Creative Practice	Art Creative Practice Unit 1 &/or 2
	Media	Media Unit 1 &/or 2
	Visual Communication Design	Visual Communication Design Unit 1 &/or 2
Religious Education	Religion and Society	Religion and Society 1 &/or 2 or Texts and Traditions 1 &/or 2
	Texts and Traditions	Texts and Traditions 1 &/or 2
Digital Technologies and Computing	Data Analytics	Applied Computing Unit 1
	Software Development	Applied Computing Unit 1
Design and Technologies	Product Design & Technologies: Textiles	Product Design & Technologies Unit 1 &/or 2
	Food Studies	Food Studies Unit 1 &/or 2
VET	Music (Sound Production)	Year 11 Music (Sound Production)
	Sport, Aquatics & Recreation	Year 11 Sport, Aquatics & Recreation
VCE VM	Literacy	Literacy Unit 1 & 2
	Numeracy	Numeracy Unit 1 & 2
	Work Related Skills	Work Related Skills Unit 1 & 2
	Personal Development Skills	Personal Development Skills Unit 1 & 2