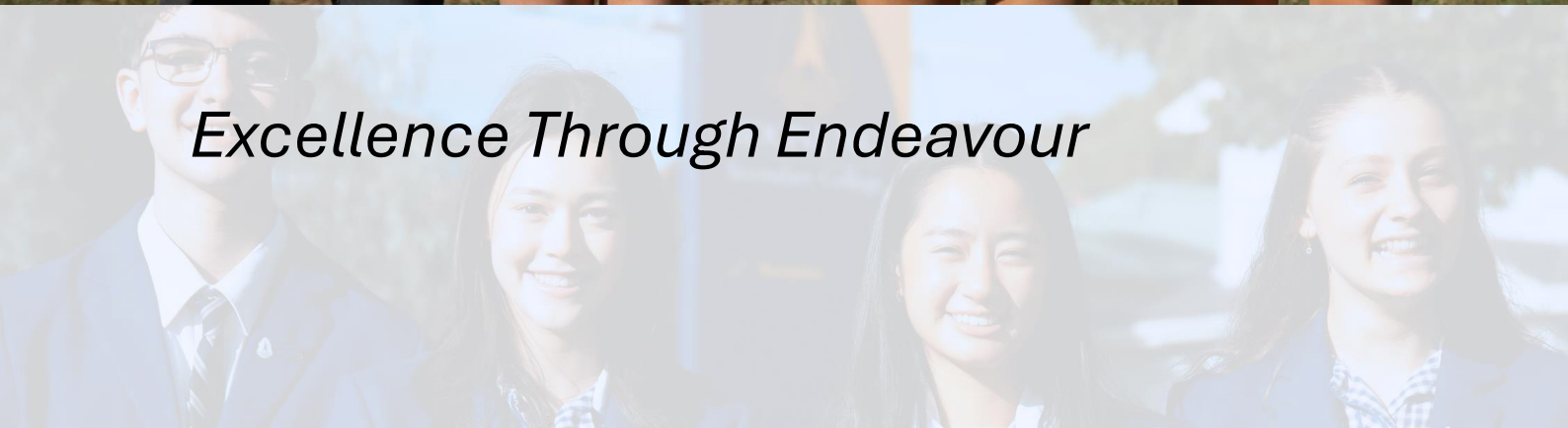


KOONUNG SECONDARY COLLEGE SENIOR SCHOOL

Student and Parent Manual
2025



Excellence Through Endeavour



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1. VCE ACRONYMS AND TERMINOLOGY

The language of the VCE may sound confusing at first. This glossary of commonly used VCE terms will help you to understand the requirements and processes in VCE.

Authentication: This refers to the process of satisfying the teacher that the work produced in the course of study is their own.

SAC: School Assessed Coursework

SAT: School Assessed Task

VCE: Victoria Certificate of Education

VET: Vocational Education and Training

TAFE: Technical and Further Education

EAL: English as an Additional Language

Unit(s): The components of a VCE study that are a semester in duration. There are usually four units in a VCE study – Units 1, 2, 3 and 4.

ATAR: Australian Tertiary Admission Rank. The ATAR is an overall percentile ranking reflecting the comparative Year 12 achievement relative to the relevant age group in a given year.

Study Score: A score from 0 – 50, determined by the VCAA, which shows the student’s performance in a study relative to all other students doing that same study. It is based on results in school assessments and examinations.

Statistical Moderation: The process used to ensure that assessments from each school across the state are comparable. SAC scores from the College are adjusted to match the level and spread of the examination and GAT scores for students doing that study.

VTAC: Victorian Tertiary Admissions Centre

VASS: Victorian Assessment Software System

VCAA: Victorian Curriculum Assessment Authority

GAT: General Achievement Test. All students undertaking one or more Unit 3-4 studies are required to sit the GAT.

DES: Derived Examination Score. Provision available for students who have missed an examination or whose examination performance has been impaired due to illness or other personal circumstance.

SEAS: Special Entry Access Scheme. A program for special entry at participating institutions.

LOTE: Languages other than English.

2. SUBJECTS OFFERED IN SENIOR SCHOOL IN 2025

VCE Subjects 2025

Accounting
Art Creative Practice
Biology
Business Management
Chemistry
Drama
English
English as an Additional Language
Environmental Science
Food and Technology
General Mathematics
Geography
Health and Human Development
History – Revolutions and Modern
Language: French
Language: Japanese
Legal Studies
Literature
Mathematical Methods
Media
Music Repertoire Performance
Physics
Physical Education
Production Design Technology
Psychology
Specialist Mathematics
Visual Communication Design

Year 10 Subjects 2025

Analytical Science
Art – 2D
Art - 3D
Creating with Food
Data Analytics
Drama
Earth and Space Odyssey
English
English as an Additional Language
Environment and Evolution
Essential Maths
History – The Decisive Decades
History – Conflict and Crisis
Human Physiology
Global Connections
Language: French
Language: Japanese
Literature
Media
Money & Markets
Music
Photography
Pre-General Maths
Pre-Methods Maths
Sports Physiology & Performance
Visual Communication Design
You & the Law

3. STUDENT CARD

Students are required to carry their student card at all times. It is used for photocopying and as formal identification at SAC's and examinations.

4. ENROLMENT DETAILS

Students are to ensure that all details pertaining to their enrolment are current and correct. Incorrect subject information may have serious implications for completion of the Victorian Certificate of Education (VCE).

It is the responsibility of the student to carefully check all information on enrolment forms.

It is the responsibility of the student to notify the Senior School Administrator of any change in their details.

5. PROGRAM SELECTION AND GRADUATION REQUIREMENTS

5.1 Year 10 students

All Year 10 students complete a course of study which involves two semesters of English/EAL, at least one semester of mathematics, humanities and science. The remaining subjects (total of 12) are made up of electives.

Some students may apply to complete a Unit 1 & 2 sequence. A student would only be considered if their result across all Year 9 subjects averaged **B+ or above AND** demonstrated a mature attitude towards their studies. Students who have been accepted into a VCE subject must maintain a **B+** standard across all studies to progress in subsequent years. Progression is not automatically granted. Please refer to the College Acceleration Policy which is available on Compass and in the Subject Handbooks.

5.2 Student program requirements for satisfactory completion of the VCE

Most students will undertake their VCE at this college over a two-year period. Students need to satisfactorily complete a **minimum of 16 units**. Including:

- Three Units of the common study of English/EAL/English Language/Literature (Units 1, 2, 3 & 4)
- Three sequences of Units 3 and 4 studies other than English; of which two can be VCE/VET sequences

NB – In order to receive an ATAR, students must also have successfully completed both Units 3 & 4 of English/EAL/English Language/Literature.

A typical student program would include **12** units at Year 11 and **10** units at Year 12 level. Students undertaking a Unit 3 & 4 subject in Year 11 will still be required to complete five Unit 3 & 4 sequences in Year 12. This will allow students to complete six Year 12 subjects to maximise their ATAR. A maximum of six subjects can be included in the calculation of the ATAR.

If a student is undertaking a VCE or VET unit at an institution other than Koonung Secondary College, it is the responsibility of the student to inform the Senior School Administrator and supply documentation verifying their enrolment.

A student who may have special circumstances (such as medical or significant training demands supporting their performance as an elite athlete), and who wishes to undertake less than the normal subject load, must apply in writing to do so and have their request considered by a panel comprising the Principal (or Principal's nominee), the Head of Senior School and a Senior School teacher. All supporting documentation must be provided to the panel.

5.3 Student program requirements for VCE Vocational Major

Students may apply to undertake the VCE Vocational Major. This program is designed for students who have a particular industry to work and learn in while they are completing their VCE certificate. This is a two-year program with a number of core subjects and VET course requirements.

At Koonung Secondary College, to be eligible to receive the VCE VM, students must satisfactorily complete a minimum of 16 units, including:

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

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

5.4 Students undertaking the Victorian Pathways Certificate

Students that are not able or ready to participate in the VCE certificate in consultation with the Senior School can opt to instead undertake the Victorian Pathways Certificate (VPC). Eligibility and suitability for the VPC will be decided as part of the SSG process including the Head of Senior School and PSD Coordinator. The VPC is designed for students to ultimately enter a VCE program, TAFE certificate or employment.

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

- 2 VPC Literacy
- 2 VPC Numeracy
- 2 VPC Work Related Skills
- 2 VPC Personal Development Skills

6. ATTENDANCE POLICY

Students are required to attend a minimum of 90% of timetabled classes to meet the College's attendance requirements.

Students with an absentee rate of **10% (of non-medically certified absences) or more over a semester** in any subject or unit will receive an 'N' result for the unit. This equates to approximately 4 absences per semester.

Notes approving absences and medical certificates are to be handed to the Senior School Office or email a scanned copy to the Senior School Administrator.

The following process will take place for students who do not meet the attendance requirements:

Step 1: A senior coordinator will discuss with a student of their attendance risk and requirement for this to be improved. Parents/guardians are notified via phone or email that outlines the attendance risk of the student. This occurs when the student has attended less than 90% of their timetabled classes.

Step 2: If there has been no improvement over the next two weeks, the student and parent/guardian must attend a meeting with the year level coordinator and develop a support plan to rectify their attendance.

Step 3: This will be monitored by the senior school coordinators.

Students who fail to improve attendance above 90% will not be eligible to achieve their VCE. The student would be required to meet with the Head of Senior School to discuss their enrolment and pathway options.

6.1 Absence from a SAC

Students are required to contact the **Senior School Administrator before 9am** on the day of the assessment task (**9890 9662**) and indicate the subject name and the teacher of the SAC that will be missed.

Students absent from a SAC on the grounds of illness are required to produce a medical certificate upon their return to school. **Where no certificate is provided for illness, the student forfeits the assessment mark for that outcome and an unapproved absence is recorded.** (All SAC marks contribute to a student's Study Score and ATAR at the Unit 3 & 4 level.)

It is expected that the student contacts the class teacher of the missed SAC. The teacher will reschedule the SAC to be completed at the next available time.

The Senior School Coordinators retain the discretion to decide when a student has been absent for non-medical reasons and there are genuine reasons for the absence, which can be taken into consideration (for example, family bereavement). The Senior School Coordinators will negotiate alternative assessment arrangements with the teacher concerned.

6.2 Absence from class

Parents/Carers/Students must contact the school on the morning of the absence. **Students must be aware that prolonged absences from classes, due to illness or other grounds, even though approved, may mean that a student is unable to satisfactorily demonstrate an understanding of**

the outcomes covered in a unit. Students must actively participate in class; it is not enough to simply complete the SAC's and other unit assessments.

If a student is absent, it is **their responsibility** to obtain copies of class notes and to ensure that they **complete any work missed** during their absence. This can be done by students emailing the class teacher for any work missed and referring to the Unit outline found on Compass Resources.

A decision to grant an "N" for non-attendance of class is not subject to appeal to the VCAA. **Students involved in co-curricular activities** such as participating in sports teams, coaching, musical performances etc, **must give priority to their timetabled studies and are required to attend any assessment of coursework.** It is the responsibility of the student to notify the classroom teacher of an extra-curricular activity they are involved in. Any missed work must be completed.

Students intending on travelling for the purpose of family holidays during term time should first seek approval from the Head of Senior School **prior to any bookings being made.** The College strongly advises **AGAINST** taking vacations during term time.

6.3 Lateness

Late to school is defined as arriving to class after the start of their first timetabled period of the day.

Students arriving late must obtain a **late pass from the Senior School Office prior to going to class.**

BELL TIMES 2025

Start of the Day	8:40am
Period 1	8:50am – 9:48am
Period 2	9:52am – 10:50am
Recess	10:50am – 11:10am
Period 3	11:15am – 12:13pm
Period 4	12:17pm – 1:15pm
Lunch	1:15pm – 1:55pm
Period 5	2:00pm – 3:00pm

7. ASSESSMENT OF LEARNING OUTCOMES

Overview of Achievement

Each outcome outlines the key skills and knowledge a student is required to demonstrate.

Students' ongoing work in class provides the opportunity to meet the outcomes by demonstrating key skills and knowledge. Additionally, it enables teachers to authenticate the work and provide feedback on the progress. Each subject clearly stipulates tasks required to achieve a satisfactory result in the outcome.

Teachers provide different ways for students to meet the outcome. SAC's then measure the level of achievement a student can demonstrate for that outcome. A low score on a SAC does not mean an automatic "N" result for a student.

Examples:

The student does not complete any classwork and has limited attendance but still achieves 60% in the SAC. The student would get an “N” for the outcome as the SAC does not cover all the skills and knowledge of the outcome.

If the student achieved 45% in the SAC, however, attends all classes and has demonstrated the key skills and knowledge in the coursework. The student would receive an “S” for this outcome.

7.1.1 Satisfactory completion of a Unit

To satisfactorily complete a unit of work in any study area, students must be able to demonstrate achievement or an understanding of the outcomes/criteria or topics for the units as specified in the study design or unit outline.

Teachers will advise students about the range of work required to be completed for each unit. This information will be available via unit outlines posted on Compass – Resources, at the start of each semester.

Achievement of an outcome/criteria or unit means:

- The work meets the required standard as described in the outcomes/criteria or unit plan
- The work was submitted on time
- The work is clearly the student’s own

If all outcomes are achieved, the student is awarded “S” (satisfactory) for the unit.

7.1.2 Outcome not satisfactory (UG)

If the teacher has determined that the work submitted by a student for assessment of an outcome has not met the required standard, the teacher will consider any previous work submitted, provided it meets the requirements. At VCE, students must achieve 45% or higher on an assessment task. If this required standard is not met, then the student will be required to complete or submit additional work, depending on the subject/domain.

If the outcome remains unsatisfactory then the teacher will inform the Senior School Team, the student and the parents. The teacher, in writing, will outline the further work that needs to be submitted to meet satisfactory completion requirements of a unit. This could include resubmitting the task, showing other tasks done in class or an interview to demonstrate an understanding of the concepts.

Students **may not** submit further tasks for the reconsideration of the SAC score awarded by the class teacher. However, the student may be awarded “S” (satisfactory) for the unit.

A student may not be granted satisfactory completion if:

- The work is not of the required standard as described in the unit outline
- The student has not met the approved extension of time for the assessment task
- The work cannot be authenticated
- The student has not met school attendance requirements (90%)

7.1.3 NA (Not Assessed)

A student will receive a grade of NA because of extended leave or the work has not been completed due to exceptional circumstances. Students will still need to submit the task (or other negotiated task) to receive a satisfactory result.

Where a student has completed work but has not met the attendance requirements, the student will be brought before a panel consisting of a representative of the Senior School, class teacher and a member of the Principal class and may be awarded a 'N'(fail) for the task and the Unit.

7.2 Satisfactory completion of Year 11

A student who fails units in Year 11 may be ineligible to move into Year 12. To progress from Year 11 into Year 12 a student must pass a minimum of 8 units, of which at least 1 must be English. A student cannot progress to Units 3-4 subjects if they have failed both Units 1 and 2 in that subject. Students wishing to access Unit 3-4 subjects without undertaking the corresponding Units 1-2 in that subject must be approved by the Promotion and Acceleration Panel. Where appropriate, students who are ineligible for progression to Year 12 may be offered a 3 year VCE or the option to repeat Year 11. This will ensure students are able to complete their VCE successfully and have sufficient prerequisites.

7.3 VCAA rules governing assessment

The Victorian Curriculum & Assessment Authority sets down six rules, which students must observe when preparing work for assessment:

- Students must ensure that all unacknowledged work submitted for coursework is genuinely their own
- Students must acknowledge all resources
- Students must not receive any undue assistance from any other person(s) in the preparation and submission of work. Unacceptable forms of assistance include use of, or copying another person's work, corrections or improvements made or dictated by another person.
- **Students must not submit the same piece of work for assessment more than once**
- **Students who knowingly assist other students in a Breach of Rules may be penalised**
- Students must sign a general declaration that he/she will obey rules and instructions for the VCE and accept is disciplinary provisions

7.4 Computer work

A student who uses a computer to produce work for assessment must ensure that:

- There is an alternative system available in case of computer or printer malfunction or unavailability
- Hard copies of the work in progress are produced regularly
- Each time changes are made, the work is saved on a backup file
- Hardware or software failure is no excuse for late submission of work

7.5 Coursework

Coursework assesses each student's overall level of achievement on the assessment tasks designated in the Study Design. The Study Design specifies a range of tasks to assess achievement of each of the Unit's outcomes. Assessment designated for coursework is completed mainly in class time.

7.5.1 Level of performance for Units 3 and 4

Coursework will be assessed by teachers.

Feedback will include:

- Advice on particular problem areas
- Advice on where and how improvements can be made for further learning
- Reporting "S" or "N" decisions
- Students will be given their marks on individual coursework tasks

It should be noted that the marks given are "raw scores" and that students' total scores for coursework may change as a result of statistical moderation, GAT and exam performance.

7.5.2 Level of performance for Units 1 and 2

These Units are graded on the basis of various tasks and the details will vary from Unit to Unit. Grades and satisfactory completion of the Unit is determined by the College.

- Work and coursework tasks are graded as an "S," or an "N" and other tasks are graded from A+ to E. Work that does not meet minimum requirements or work that is not submitted, will be graded as "UG."
- Work submitted late, if it meets the minimum requirements, is noted as "NA" (not assessed)
- Students who receive a grade of UG will be given the opportunity to demonstrate satisfactory achievement of the outcome(s). The method by which this is determined is to be decided by the teacher as agreed to by the Domain.

7.5.3 Level of performance for Year 10

Year 10 subjects are arranged on a semester basis.

To achieve an overall satisfactory "S" result in a subject, a student must complete all set tasks to a satisfactory standard and must have no more than one "UG" result on reportable assessment tasks, excluding the examination. A student may have the opportunity to satisfactorily redeem a result to pass the subject. The redemption is a Domain based decision and is at the discretion of the Domain.

Students must demonstrate the necessary engagement, skills and attendance to progress to VCE or VCE-VM. This includes having a 90% attendance and passing all classes.

VCE Outcome Achievement		Assessment Performance Level	
		Percentage	Grade
S	Satisfactory	Above 90%	A+
		80%	A
		75%	B+
		70%	B
N	Non-Satisfactory	65%	C+
		60%	C
		55%	D+
		50%	D
		40%	E
		Below 40%	UG
		Not Assessed	NA
Not Submitted	NS		

7.5.4 VCE Vocational Major Assessment and Satisfactory Completion

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 learning activities and tasks.

8. HOMEWORK

Homework consists of work set by the teacher to be completed for a class lesson in the next few days, and other study which will include revision of earlier work and preparation for future learning. Independent study is an important component of a student's homework routine.

Homework is set to:

- Ensure that the work taught in class is understood, learnt and practiced
- Give practice in creative thinking
- Provide time for learning and memorising facts
- Provide time for revision of knowledge already gained
- Provide the opportunity for the student to learn to work alone and to acquire academic self-discipline
- Reveal any weaknesses in the student's knowledge and understanding so they may seek support from teachers

Recommended duration

There should be a designated time set for doing homework each night, but flexibility is important. As a rough guide, the amount of homework and/or study undertaken per night is:

Year 10 – 1 to 2 Hours

Year 11 – 2 to 3 hours

Year 12 – 3 to 4 hours

9. SUBMISSION OF WORK

Students who do not submit work by the designated date without a satisfactory reason may be awarded “N” for that piece of work for VCE subjects, or UG for Year 10 subjects. The student may receive an overall “N” for the Unit if the work is not satisfactorily completed.

To clarify the assessment

- A failed Assessment Task in VCE can result in an “N” overall for the Unit
- More than one failed Assessment Task in Year 10 can result in an "N" overall for the Unit
- Years 10 and 11 – a task which is completed too late to obtain a grade but is of a passable standard will receive “M” and will count as an “S” for the Unit
- An approved absence with major, approved mitigating circumstances (enrolling during a term, approved vacation, serious illness with a lengthy absence, etc) with the Assessment Task not completed will be an NA and count as an “S” overall for the Unit
- Not attempting a task due to unapproved absence or choice is a “NS” and counts as an “N” overall towards the Unit result
- Any result which is not of a passable standard (0-44%) is a UG and counts as an “N” overall towards the Unit result. However – the student may redeem this by showing knowledge and understanding of that topic in another way, which will then count as an “S” overall for the Unit

10. THE REDEMPTION PROCESS FOR BEING AT RISK

Redemption is the process of converting a non-satisfactory result in an outcome to a satisfactory grade. Students are entitled to a redemption opportunity to demonstrate they can achieve the outcome assessed in their coursework and their school-based assessments.

It is important to note that that redeeming a non-satisfactory grade cannot alter any SAC or SAT results.

The following process allows families of students to be informed early and what necessary steps the student must take to rectify their non-satisfactory result.

As soon as a student is at risk of receiving an “N”, the following will occur:

Step 1: The teacher will post an “At risk of “N”” chronicle on Compass and have a discussion with the student about what work is required. This post will **automatically create an email to the family** and will include the required redemption work and due date.

Step 2: The work is completed satisfactorily – the teacher will **add a comment to the original Compass post** that says the work has been completed to a satisfactory standard

The work is not to a satisfactory standard or completed – The teacher will update the original chronicle post outlining that the task has not been completed to the necessary standard.

A Student who has not demonstrated the key skills and knowledge in the outcome despite attempting the coursework will still have **one final opportunity to receive a satisfactory result**. This should be discussed with the teacher who may allow a modified task at their discretion. The date and the task should be attached to the **Redemption Task** Compass post to ensure the family have been notified.

Please note that at-risk posts should be redeemed within two weeks from when they have been posted to Compass.

Units 1 and 3: unsatisfactory results cannot be changed after Friday 25 July

Unit 2: unsatisfactory results cannot be changed after Wednesday 5 November

Unit 4: unsatisfactory results cannot be changed after Wednesday 22 October

10.1 Students at risk in more than one subject

The Senior School will provide supportive intervention with students who do not demonstrate the capabilities for achievement during VCE. This applies to students who are at risk of not achieving satisfactory results across more than one subject during a semester. This may occur at any time during the year; however, coordinators will determine a student's risk and conduct meetings during both semester one and two.

Semester One – Monday 2 June

Semester Two – Monday 1 September

The meeting with the Head of the Senior School and coordinators will determine the best options to support a student. This may include:

If during Year 12, moving to a non-scored VCE to provide the best opportunity of achievement.
There is sufficient evidence and support that the student may continue their current VCE course
Completing VCE over three years.

Discuss appropriate pathways options with the support of the careers team.

An application for an extension must be made formally to the subject teacher and may be granted because of **illness, if supported by a medical certificate**, or for another adequate reason (such as family bereavement)

11. AUTHENTICATION & RULES RELATING TO ASSESSMENT

Authentication is a process or set of guidelines to ensure that work submitted by the student is the student's own work.

Students and teachers are expected to maintain appropriate records to demonstrate that work submitted is that of the student. Authentication for Year 12 SAT must be documented on the official page that can be found in the Administrative information for School-based Assessment. Should work submitted that is deemed not to be that of the student, that part of the work will not be assessed and the College has the power to impose penalties.

11.1 Plagiarism

Any cases of academic breaches will be assessed on individual circumstances. This will include interviewing the student and ascertaining evidence prior to informing parents or guardians. If it is deemed the student has had a breach in academic standards during an assessment, they will still be provided with the opportunity to complete the work and receive a satisfactory result. However, depending on the circumstances, students may have their work penalised.

As outlined in the 2025 VCAA handbook, students must:

- Make sure that all work submitted for assessment is their own
- Not plagiarise
- Not cheat
- Acknowledge all resources used, including:
 - Texts, websites and other source materials
 - The name and status of any person or source who provided assistance and the type of assistance provided
- Not receive undue assistance from another person, including their teacher, or source in the preparation and submission of work
- Not submit the same piece of work for assessment in more than one study, or more than once within a study
- Not circulate or publish a piece of work that is being submitted for assessment in a study in the academic year of enrolment
- Not knowingly assist another student in a breach of rules. Acceptable levels of assistance include:
 - Incorporating ideas or material derived from other sources (for example, by reading, viewing or note-taking) but which have been transformed by the student and used in a new context.
 - Prompting and general advice from another person or source, which leads to refinements or self-correction or both
- Unacceptable forms of assistance include:
 - Use of or copying another person's work, including their teacher's work, another source's work or other resources without acknowledgement
 - Use of or copying sample answers provided by their teacher, another person or another source
 - Corrections or improvements made or dictated by another person, including their teacher

11.2 Misuse of Artificial Intelligence

Unattributed or disallowed use of AI in assessment is a breach of Koonung Secondary College's academic policy. I will be investigated under the school's policy for responding to an allegation that a student has breached VCAA rules or school policies for the authentication of school-based assessment.

11.3 Lost, stolen or damaged work

If a 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 with the Senior School team. The principal, acting on advice from the teacher, consulting with the Head of Senior School, and based on records kept, shall determine the unit result for the student.

KOONUNG SECONDARY COLLEGE AUTHENTICATION

Outline of the Process of Authentication

- Students must ensure all work submitted for assessment is their own work
- Students and staff informed of Authentication processes in term one of each year
- Teachers keep a record of the development of all student work
- Students to keep evidence of the development of all their work and acknowledge all material used
- If there is a suspected or possible breach of authentication, the teacher will inform the Head of Senior School. The procedure for suspected or possible breach of authentication will be followed.
- If there is a breach of authentication, then the Procedure for a Breach of Authentication will be followed and students will be interviewed. The Principal will be informed.

The Principal 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 which infringes the rules and base a decision whether to award the work requirement “N” or “S” upon the remainder of the work
- Refuse to accept any of the work if the infringement is judged by the Principal to merit such a decision, in which case “N” will be awarded for the work requirement.

A summary of key rules has been outlined in this information booklet. A full set of rules is available in the VCAA Administrative Handbook, available in the Senior School Office. Such issues as breach of rules, evidence required, appeals, examinations and school rules are covered. Relevant details are normally communicated to the students throughout the year.

12. REPORTING FOR SENIOR SCHOOL

Semester reports will be issued by Koonung Secondary College at the completion of Units 1, 2 and 3. An interim report will be completed for all students during Terms 1 and 3. Parent-teacher interviews will be held in Terms 1 and 3.

12.1 General Achievement Test (GAT)

All students must sit the General Achievement Test each year that they are enrolled in one or more Units 3 or 4 subject. This includes students undertaking the VCE Vocational Major for the Literacy and Numeracy components of the GAT.

The GAT is administered through the VCAA and is for the purpose of verifying student results by comparing student performance against the assessment tasks. The GAT will also be used to report whether individual students have ‘not demonstrated’, ‘demonstrated’ or ‘demonstrated at a high level’ both literacy and numeracy skills. The GAT exam will be in June each year. Students will be notified of their results by the VCAA.

12.2 Examinations – Units 3 and 4

Students will undertake at least one examination in each subject. These will occur during the examination period in October – November.

Exam timetables and dates are published by the VCAA and will be distributed to the student with an examination information booklet. Students will also receive formal individualized notification of the times and venues for all external examinations.

12.3 SAC Procedure: Walking into the room

- No mobile phones – all collected (ideally kept in locker)
- Silence

- Reading time – we recommend reading time if appropriate
- Start and end time should be clearly marked on the board
- Time should be clearly displayed in the room, if there is no working clock in the class
- Desks in test conditions (end to end, or single desks)
- Any non-SAC materials on the floor
- Watches should be placed on the table
- Water bottles should be clear, no labels

12.4 During the SAC

- Only one student to the toilet at a time
- Students should remain seated at all times until after all SAC's have been collected
- Mark the roll for the SAC/AT to indication that students have been present

12.5 If a student misses a SAC

In Year 12, students **MUST** have a Medical Certificate for a missed SAC that is not a school-approved absence. Students are required to negotiate the timing for making up their SAC, in the next lesson or after school.

In Year 11, students must have an approved absence, they are then to sit the Assessment task on the following day/lesson when they return to school.

13. PROCEDURES TO DELAY OF DECISION

In exceptional cases the College may decide to delay the decision about satisfactory completion to allow time for the student, who would otherwise receive a result of "N", to complete or re-submit work so that the student's result may change from 'N' to 'S' of the Unit.

CREDIT TOWARD THE VICTORIAN CERTIFICATE OF EDUCATION

Students enrolled at Koonung Secondary College may seek credit towards their course of study based on equivalent study undertaken elsewhere.

Students eligible to apply for credit include:

- Students with overseas qualifications
- Victorian students who have interrupted their studies to participate in overseas exchange programs

- Students from interstate
- Students from within Victoria transferring into the Senior School (from TAFE courses where there are articulation agreements or the International Baccalaureate)

NOTE: Credit will be granted only where students have completed a semester or a full year of study in one or more subjects. Partly completed subjects will not be considered for a credit. Credits are determined by the VCAA, not the College.

VET studies and Certificate III courses, when completed, can count towards a student's ATAR score. All applications for credit must be accompanied by copies of statement of results or certificates.

14. SPECIAL PROVISION

Special Provision may be implemented to assist:

- Students experiencing significant hardship during their VCE or VPC studies including illness or personal circumstances
- Students with disabilities including learning disorders

Special provision to meet the needs of these groups of students may take one or more of the following forms:

- Deferral of VCE or VPC studies
- Use of assistive technology
- Assistance from aides
- Alternative assessment strategies including but limited to rescheduling of assessment, allowing students extra time to complete an assessment, setting a substitute task
- Deriving satisfactory completion and/or scores from other assessments or work completed by the student
- A range of Special Exam Arrangements (approved by the VCAA)

15. CRITERIA FOR ELIGIBILITY

A student is eligible for Special Provision in curriculum delivery if, at any time while he/she is studying during their Senior School program, he/she

- Is significantly adversely affected by illness (physical or psychological), by any factors relating to personal environment or by other serious causes
- Is disadvantaged by a disability or impairment including learning disabilities. Prolonged absence from school or study is not in itself grounds for special provision

Special provision will be discussed with students and families through the Education Support Group process and can be put in place prior to the commencement of the VCE or VPC programs. Special provision will be included in a student's Individual Learning Plan.

15.1 Applications for Special Provision – Unit 3-4 examinations

It is the responsibility of the student to notify the Senior School Coordinators formally of the details of the circumstances relating to the student's application.

Student Consent Forms and Medical Statement forms are available from the Senior School Office. Applications are completed online by the Head of Senior School and/or the Year 12 Coordinator.

15.1.1 Special examination arrangements

Students wishing to apply for special exam arrangements such as the use of a computer, extra reading or writing time or rest breaks must see the Senior School Coordinators at the beginning of Term One.

Medical and other supporting evidence must be provided.

Special exam arrangements for Units 3 & 4 subjects are determined by the VCAA.

Special arrangements for Units 1 & 2 examinations and SAC's can be organized at the school level.

15.1.2 Derived Examination Scores (for Unit 3-4 Examinations)

The Derived Examination Score (DES) is calculated by VCAA and may be used as the student's examination result where the student has met the eligibility requirements for the provision. It is used when a student experiences a significant disruption around the time of their examination.

The DES is not intended to compensate for learning or achievement that has not been possible because of long-term illness.

DES Applications completed online within a specified date. Students should check their individual exam timetable to ensure that dates for the June and November exam period are met.

15.1.3 Non Scored VCE

Before a student is eligible to complete a Non scored VCE this decision must be fully discussed with the Senior School. There are strict criteria that will be applied to any application.

The school must obtain written consent from the student and a parent or legal guardian for this decision to be implemented. Additionally, students must meet with the careers team to ensure that pathway options are not compromised.

By completing a Non scored VCE, a student may complete their VCE but not gain an ATAR at the completion of study.

The SACs are scored as either satisfactory or unsatisfactory, 'S' or 'N'. If the SACs are unsatisfactory, 'N' the student can use other ways to show that they have met the learning objectives of the subject. This may include practice tests and examinations, class work, open book assignment and homework. The student would NOT complete any End of Year examinations and would also NOT receive any Study Scores for subjects completed.

The student will not receive an ATAR at the completion of studies, and this may affect entry into future educational facilities.

A Non scored VCE student must complete all Assessment Tasks and work requirements to a satisfactory standard, the only difference is that this student will not complete any final VCAA examinations.

16. STUDENTS OF NON-ENGLISH SPEAKING BACKGROUNDS (NESB)

Criteria for Eligibility

A student will be considered eligible for EAL status if **both** of the following conditions are satisfied:

- The student has been a resident in Australia for a period of not more than seven calendar years prior to 1st January of the year in which the study is taken at Units 3 and 4.
- English has been the student's major language of instruction, over the period of their education, for a total period of not more than seven years prior to the commencement of the year in which the study is taken at Units 3 and 4.

Application for recognition

A student who believes that he or she is eligible to be recognized as being comparatively unfamiliar with the English language must apply to the Principal. It is the responsibility of the student to provide the Principal with supporting documentation relating to the application.

17. ENGLISH AS AN ADDITIONAL LANGUAGE

a. Students seeking EAL status

Enrolment in EAL is available only to students with approved EAL status. Students applying for EAL status (including deaf and hearing-impaired students, and Aboriginal and Torres Strait Islander students whose first language is not English) should indicate this on their VCE Student Personal Details form or VCE-VM Student Personal Details form (on VASS). Identifying a student as having EAL status does not automatically enrol the student in EAL.

As the satisfactory completion of an English study is a compulsory requirement for achieving the VCE, students who are unfamiliar with the English language because they are from non-English speaking backgrounds or who are hearing-impaired, may have access to enrolment in EAL. This provision is also available for Aboriginal and Torres Strait Islander students whose first language is not English and who meet eligibility Criterion 2.

To apply for EAL status, each student is required to apply for Enrolment in English as an Additional Language Units 3 and 4 to the school. This is designed to assist the school in evaluating a student's EAL status. The school cannot enrol a student in EAL unless we have received all documentation verifying that the student meets the EAL eligibility criteria.

A student may be eligible for EAL status if they meet **both** of the following criteria:

Criterion 1

For this criterion, the student must fit one of the following: The student has been a resident in Australia or New Zealand or other predominantly English-speaking country for no more than seven years, that is, their date of arrival was on or after 1 January 2019 for students who are in a Unit 3 and 4 program in 2025 (Note: The period of seven years is to be calculated cumulatively over the student's whole life. The calculation of time spent in Australia is made from the date of last arrival plus any previous periods of time spent in Australia or any predominantly English-speaking country. This calculation of time should not include time spent out of Australia during school vacations.)

The student is an Aboriginal or Torres Strait Islander student whose first language is not English.

Criterion 2

For this criterion, the student must fit the following: English has been the student's major language of instruction for a total period of not more than seven years over the period of their education. Students must show proof by producing overseas school reports to confirm that the language of instruction was not English during this period.

b. Special circumstances for EAL status

There are special circumstances that may be considered by the VCAA in determining a student's eligibility for EAL status, including:

- Minimal or no primary school education
- Material interruptions to schooling during primary years, particularly if there were changes to the language of instruction
- Material interruptions to schooling after arrival in Australia

Circumstances not considered for EAL status

The following are not grounds for a special application for EAL status:

- The language spoken in the student's home
- The standard of the student's spoken and written English
- The failure of the student's school to provide EAL assistance to the student

c. Students who have resided and studied in Singapore or India

EAL approval for students whose country of origin is Singapore or India, even though the student may have resided in Australia for less than seven years must provide documentation as EAL status will be determined solely by VCAA.

d. Hearing impaired students

Students seeking EAL status on the grounds of hearing impairment must:

- Produce evidence of a hearing test administered by the Australian Government Hearing Services Program or an equivalent body, not more than two calendar years prior to the year of enrolment in a Unit 3 and 4 sequence. The audiogram and accompanying report submitted must show that the student has a hearing loss of 60 decibels or greater in their better ear. Other aspects of hearing loss (such as issues relating to sound frequencies) should be noted in the report. The report should be written in an accessible language, with the implications of the audiogram results clearly explained.
- Have been ascertained by the Visiting Teacher Service as being eligible for assistance based on hearing impairment to be enrolled in a school for the hearing impaired, or a recognised unit or facility for the hearing impaired attached to a regular school.

18. VCE SECOND LANGUAGE STUDIES

There are specific entry requirements for VCE Second Language studies in Chinese, Indonesian, Japanese and Korean. They are designed to cater for students who have learnt all they know of the language in an Australian school or similar environment. All enrolments in VCE Second Language studies Units 3 and 4 must be approved by the VCAA. Enrolment in VCE Second Language Units 1 and 2 studies does not need to be approved by the VCAA but must be approved by the school.

The responsibility for providing supporting documentation rests with the student.

Eligibility

The criterion for eligibility for a VCE Second Language study is the number of years the student has been educated in a school where the language is the medium of instruction. Students who have learnt all they know of the language in an Australian school are eligible for VCE Second Language enrolment.

Chinese Second Language

A student is not eligible for Chinese Second Language if they have done either of the following:

- Had 12 months or more of education in a school where Chinese is the medium of instruction
- Had three years (36 months) or more of residence in any VCAA-nominated countries or regions (China, Taiwan, Hong Kong and Macau)

Chinese Second Language Advanced

A student is eligible for Chinese Second Language Advanced if:

- They have had no more than seven years of education in a school where Chinese is the medium of instruction
- The highest level of education obtained in a school where Chinese is the medium of instruction is no greater than the equivalent of Year 7 in a Victorian school

Applying for VCE Second Language studies (Units 3 and 4 only)

Student enrolment responsibilities include:

- Completing the relevant VCE Second Language Studies Units 3 and 4 application, giving details of their language background.
- Ensuring that all requested information is correctly provided and that the Certification by student and parent or guardian section is completed.

- Providing the school with relevant documents in English (or translated into English by a recognised translation authority) to support their applications.

The responsibility for providing supporting documentation rests with the student. Students should contact the National Accreditation Authority for Translators and Interpreters Ltd (NAATI) on 1300 557 470 or (03) 9642 3301. The VCAA will not permit students to enrol in the study if the application form is not complete, or the supporting documentation is incomplete or deemed insufficient to allow eligibility to be determined.

The following information may also need to be provided as supporting documentation to the VCAA:

- Students who have Australian citizenship must provide a copy of their birth certificate or passport showing their date of arrival in Australia and country of residence.
- Students who have attended school overseas must provide reports from the school showing languages studied and years of attendance
- Students who have had non-attendance at school in any year, or part year, from the age of six years must provide official relevant documentation. Acceptable documentation may be an official letter from the school in the country concerned, a report from a medical officer in that country, or a statement from the education authority in that country.
- Students who have lived overseas must provide passport entry and exit dates that detail international movement. Students who have misplaced their passports may obtain this information from the Department of Immigration and Border Protection.

Exceptional circumstances

A student may apply to study as a Second Language student if they feel that they have exceptional circumstances. In this case the student is to apply in writing clearly stating the reasons for the application. Each application will be considered on its merits under VCAA guidelines and may be sent to VCAA for a final decision. Difficulty in obtaining documents to explain non-attendance at school is not an exceptional circumstance. Appropriate documentation must be provided. Approval for Second Language status will not be granted because of a student's standard of writing, speaking or listening in the language.

19. USE OF STUDY PERIODS AND STAFF ABSENCE

Students are expected to use private study time productively.

Students will be in the Senior Study Centre for private study.

Under no circumstances should students be outside of the Senior Study Centre or have left the school grounds without permission during private study periods.

If a student has a private study period **as the first scheduled period** for the day, then they may arrive late to school provided they have signed in at the Senior School Office.

If a student has a private study period **as the last scheduled period**, they may leave early from school provided they sign out at the Senior School Office. Students should only leave the College if they have finished for the day and are not planning to return later.

If a Unit 3-4 teacher is absent periods 1 and 2 or period 5 then this will be designated as a study period and students are permitted to arrive late or leave early. Students must check and complete the work designated for those periods prior to the cancellation of the lesson on Compass.

20. STUDENT DRIVERS

There are significant restrictions placed on young drivers under the Graduated Licensing System.

To support students and to minimise the risks associated with young drivers driving to and from the College, the College has developed a set of guidelines which students are required to adhere to if driving a vehicle to or from the College. These requirements include gaining written permission from parents/guardians/carers for **any driver and any passenger** travelling in the vehicle of a student on the Graduated Licensing System. Please refer to the Student Driver Policy available on Compass. The College reserves the right to apply appropriate sanctions to any student who does not abide by this policy.

21. STUDY ADVICE

Students receive study skills advice and strategies throughout Years 10, 11 and 12. This information is given during Assemblies, in Pathways in Year 10 and during student seminars at school.

If students are experiencing difficulty with organising their work, study time etc, they should see the relevant Senior School Coordinators for help.

22. TERTIARY COURSE SELECTION

The Victorian Tertiary Admissions Centre (VTAC) administers the tertiary entrance system.

Each Year 12 student will receive a copy of the VTAC 'Guide to Courses in Colleges and Universities' to help them in their selection of courses.

The Careers Advisors, Karen Riding (Manager), Carole Marcianti and/or Janet Berwick can offer advice on the above matters. Students and parents should feel free to contact any of them when making subject choices or career decisions.