



**GLENEAGLES**  
SECONDARY COLLEGE

**SENIOR SCHOOL STUDENT  
HANDBOOK**

**2026**

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# STATEMENT OF VALUES AND SCHOOL PHILOSOPHY

## Purpose

The purpose of this policy is to outline the values of our school community and explain the vision, mission, objectives and expectations of our school community.

## Policy

Gleneagles Secondary College is committed to providing a safe, supportive and inclusive environment for all students, staff and members of our community. Our school recognises the importance of the partnership between our school and parents and carers to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, creating an inclusive and safe school environment for our students. The programs and teaching at Gleneagles Secondary College support and promote the principles and practice of Australian democracy, including a commitment to equal rights for all, openness, tolerance and freedom of religion, speech and association. This policy is available on our [school website](#), our staff handbook and enrolment/transition packs.

To celebrate and embed our Statement of Values and Philosophy in our school community: we display posters and banners that promote our values, we provide awards and recognition for students who actively demonstrate our values and we discuss our values with students in the classroom, meetings and assemblies.

## Vision

Gleneagles Secondary College empowers learners to be confident, resilient and successful citizens who positively engage with their community and flourish as individuals. If our learners are to fulfil their potential and positively shape the future, they must have powerful literacy and numeracy skills and be empowered. At Gleneagles Secondary College empowerment means students have voice, leadership and agency in their own learning that translates into empowered adults.

## Mission

At Gleneagles Secondary College we design high quality learning experiences that develop adaptive expertise and accelerate the learning growth and attainment of every student every year.

## Values

- Respect
- Inclusion
- Stamina
- Excellence

Behavioural expectations for members of our school community are in school's Student Wellbeing and Engagement Policy and Against Bullying Policy. Our Statement of Values and School Philosophy ensures that everyone in our school community will be treated with fairness and respect. In turn, we will strive to create a school that is inclusive and safe, where everyone is empowered to participate and learn.

## Key Contacts

**Principal** – Ms Jo Sayer

**Assistant Principal (Senior School)** – Mr Simon Cameron

**Head of VCE** – Ms Rebecca Hann

**Head of VCE VM** – Mr Geoff Forster

**Pathways & Careers Leader** – Ms Ally Cruickshank

**Year 12 Engagement Leader** – Ms Vicky Milanovic

**Year 11 Engagement Leader** – Ms Lyndal Scolyer

**Year 12 Team Leader** – Ms Draga Vodiloski

**Year 12 Team Leader** – Ms Nicole Bray

**Year 11 Team Leader** – Ms Jess Kinnersley

**Year 11 Team Leader** – Mr Abdullah Mitri

**VET Coordinator** – Ms Alenka Sabljak

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# BEHAVIOURAL EXPECTATIONS

We acknowledge that the behaviour of staff, parents, carers and students has an impact on our school community and culture. We acknowledge a shared responsibility to create a positive learning environment for the students at our school.

## **As principals and school leaders, we will:**

- Model positive behaviour and effective leadership
- Communicate politely and respectfully with all members of the school community
- Work collaboratively to create a school environment where respectful and safe behaviour is expected of everyone
- Behave in a manner consistent with the standards of our profession and meet core responsibilities to provide safe and inclusive environments
- Plan, implement and review our work to ensure the care, safety, security and general wellbeing of all students at school
- Identify and support students who are or may be at risk
- Do our best to ensure every student achieves their personal and learning potential
- Work with parents to understand their student's needs and, where necessary, adapt the learning environment accordingly
- Respond appropriately when safe and inclusive behaviour is not demonstrated and implement appropriate interventions and sanctions when required
- Inform parents of the school's communication and complaints procedures
- Ask any person who is acting in an offensive, intimidating or otherwise inappropriate way to leave the school grounds

## **As teachers and non-teaching school staff, we will:**

- Model positive behaviour to students consistent with the standards of our profession
- Communicate politely and respectfully with all members of the school community
- Proactively engage with parents about student outcomes
- Work with parents to understand the needs of each student and, where necessary, adapt the learning environment accordingly
- Work collaboratively with parents to improve learning and wellbeing outcomes for students with additional needs

- Communicate with the Principal and school leaders in the event we anticipate or face any tension or challenging behaviours from parents
- Treat all members of the school community with respect

**As parents and carers, we will:**

- Model positive behaviour to the student
- Communicate politely and respectfully with all members of the school community
- Ensure the student attends school on time, every day the school is open for instruction
- Take an interest in the student's school and learning
- Work with the school to achieve the best outcomes for the student
- Communicate constructively with the school and use expected processes and protocols when raising concerns
- Support school staff to maintain a safe learning environment for all students
- Follow the school's processes for communication with staff and making complaints
- Treat all school leaders, staff, students, and other members of the school community with respect

**As students, we will:**

- Model positive behaviour to other students
- Communicate politely and respectfully with all members of the school community
- Comply with and model school values
- Behave in a safe and responsible manner
- Respect ourselves, other members of the school community and the school environment
- Actively participate in school
- Not disrupt the learning of others and make the most of our educational opportunities

**As community members, we will:**

- Model positive behaviour to the school community
- Treat other members of the school community with respect
- Support school staff to maintain a safe and inclusive learning environment for all students
- Utilise the school's processes for communication with staff and submitting complaints

## Unreasonable Behaviours

Schools are not public places, and the Principal has the right to permit or deny entry to school grounds. Unreasonable behaviour that is demonstrated by school staff, parents, carers, students, or members of our school community will not be tolerated at school, or during school activities.

### **Unreasonable behaviour includes:**

- Speaking or behaving in a rude, manipulative, aggressive or threatening way, either in person, via electronic communication or social media, or over the telephone
- The use or threat of violence of any kind, including physically intimidating behaviour such as aggressive hand gestures or invading another person's personal space
- Sending demanding, rude, confronting or threatening letters, emails or text messages
- Sexist, racist, homophobic, transphobic or derogatory comments
- The use of social media or public forums to make inappropriate or threatening remarks about the school, staff or students

Harassment, bullying, violence, aggression, threatening behaviour and unlawful discrimination are unacceptable and will not be tolerated at our school.

Unreasonable behaviour and/or failure to uphold the principles of this Statement of Values and School Philosophy may lead to further investigation and the implementation of appropriate consequences by the school Principal.

### **At the Principal's discretion, unreasonable behaviour may be managed by:**

- Requesting that the parties attend a mediation or counselling sessions
- Implementing specific communication protocols
- Written warnings
- Conditions of entry to school grounds or school activities
- Exclusion from school grounds or attendance at school activities
- Reports to Victoria police
- Legal action

Inappropriate student behaviour will be managed in accordance with our school's Student Wellbeing and Engagement Policy and Against Bullying Policy.

Our Statement of Values and School Philosophy ensures that everyone in our school community will be treated with fairness and respect. In turn, we will strive to create a school that is inclusive and safe, where everyone is empowered to participate and learn.

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# VICTORIAN CERTIFICATE OF EDUCATION

The VCE is a senior secondary certificate of education recognised within the Australian Qualifications Framework (AQF). The VM is a new program within the VCE from 2023. The VCE is designed to be completed over a minimum of two years and includes VCE curriculum components and programs from VET qualifications. Students have two enrolment options:

- **The VCE ATAR** – which includes studies with school-based and external assessments that can provide a study score towards an Australian Tertiary Admissions Rank (ATAR).
- **The VCE VM** – which includes studies with school-based assessments that do not provide a study score towards an ATAR.

Multiple examination periods will occur throughout the year, with one VCAA final examination period in each academic year. The General Achievement Test (GAT) is also a requirement for all students completing any Unit 3-4 sequences.

VCE levels of achievement for Units 1 and 2 are determined by schools and are not reported to the VCAA. Levels of achievement for VCE Unit 3–4 sequences, excluding VCE VM studies, are assessed using school-based assessment and external assessments (including examinations).

## VCE Components

Most VCE studies are designed to provide a two-year program. Studies are nationally and internationally benchmarked at Units 1 and 2 levels to a Year 11 standard, and Units 3 and 4 levels to a Year 12 standard. Units 1 and 2 can be completed as single units though Units 3 and 4 must be completed as a sequence. Although Units 1 and 2 are benchmarked to a Year 11 standard and Units 3 and 4 to a Year 12 standard, student programs may include some Units 1 and 2 in the second or final year or some Unit 3–4 sequences in the first year or a combination of both.

### Units 1 and 2

Units 1 and 2 may be undertaken separately or as a pair. Schools may timetable Units 1 and 2 in a sequence that is suitable for their program. Students may enrol simultaneously in Units 1 and 2.

### Units 3 and 4

Units 3 and 4 of all studies must be undertaken as a sequence in the academic year; a student may not enrol in Unit 4 only. Students must undertake Unit 3 before commencing Unit 4 or a study. Students granted Interrupted Studies status are an exception to this rule.

Students can meet Unit 3 and 4 sequence requirements when studying Units 3 and 4 of VCE VM studies concurrently over a minimum of two semesters, or over multiple years, provided they complete the requisite number of units and sequences. VCE VM flexible delivery options cannot be used to accelerate completion of the VCE VM in less than two years.

## VET (Victorian Education and Training)

The VCE can include components of nationally recognised VET qualifications. VET subjects do count towards the VCE Certificate and is a compulsory part of VM. Certain VETs, known as scored VETs, can contribute to the ATAR as a study score.

### Internal VET:

Gleneagles Secondary College offers some VET subjects internally. The subjects offered are:

- Certificate III in Business
- Certificate II in Community Services
- Certificate III in Sport, Aquatics & Recreation

Students are required to maintain a 95% attendance in all VET subjects for both internal and external VETS.

Develops general work related competencies i.e. skills in communication, team work, using technology, problem solving, using mathematical ideas and concepts, planning and organising activities, gathering and analysing information and Occupational Health and Safety Training from a nationally recognised VET qualification contributes towards the VCE through the following recognition arrangements:

- Enrolment in a VCAA-approved VCE VET program, or a School-based Apprenticeship or Traineeship (SBAT)
- Enrolment in any other nationally recognised qualification at Certificate II level or above (block credit recognition).
- Most VETs are a 2 year program

### External VET:

Students have the opportunity to undertake a VET certificate from an external provider such as Chisholm TAFE in VCE. If a student chooses to undertake a VET course at an external provider, it is the responsibility of the student to arrange transportation for themselves to and from the provider.

Students are expected to maintain the VCE required attendance and adhere to all the rules and expectations of both Gleneagles Secondary College

## Assessment:

VET Certificates consist of Units of Competency's (UOC's) Each UOC is assessed as either:

- C = Competent
- NYC = Not Yet Competent

In order to achieve a grade of Competent, students need to meet the minimum industry standard set to be assessed as C and reach 100% on all assessments. These are set by the RTO and out of your trainers (teachers) control. In order to receive the VET certificate students need to pass all UOCs over the two years. In the event that students do not pass all the UOC's, students will receive a Statement of Attainment. Each 90 hours of UOCs is the equivalent of 1 VCE/VCE VM credit.

## Unique Student Identifier (USI):

All students enrolled in a VET course need a USI. A USI is an individual education number for life and maintains an online record of vocational education and training (VET) undertaken in Australia.

Students undertaking a university, TAFE or other nationally recognised training need a USI. Without one, students cannot get Commonwealth Financial Assistance, qualification, or statement of attainment.

## Changing VET courses:

As VETs are externally recognised programs, once the student is enrolled in a VET course, they are not able to change courses throughout the year. Students will have the option to change VET courses at the end of the academic year.

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## Attendance and Academic Progress in VET

VET courses hold a strict 95% attendance policy and students are expected to be able to work independently throughout their course. If at any time a student falls below the required attendance or is not meeting the academic standards of the VET, VET providers can, and frequently do, unenroll or withdraw students of their own volition. If a student is unenrolled or withdrawn, they are not able to enrol into a new VET course until the following academic year.

Students should be aware that being unenrolled or withdrawn may affect their candidacy for a VET course in the following year and/or can affect VCE eligibility.

## Entry to Studies

VCE students may enter studies at Units 1, 2 or 3 levels. In some studies, students are advised to complete either or both Units 1 and 2 before attempting Unit 3 or demonstrate equivalent experience or be willing to undertake some preparatory learning. The relevant advice is published in the study design for each study.

Units 3 and 4 are designed to be taken as a sequence. Students, excluding those enrolled in the VCE VM, must undertake Unit 3 before commencing Unit 4 of a study. For students enrolled in the VCE VM, Units 3 and 4 can be taken together over the duration of the academic year to enable these to be integrated.

## Changes to the VCE pathway

Gleneagles Secondary College is committed to providing students with the opportunity to tailor their educational pathways to meet their individual needs and aspirations. This Pathway Change Policy outlines the guidelines and procedures for students to transition between different academic pathways within the school.

### ATAR to VM Pathway:

- Students enrolled in the ATAR pathway may request a transfer to the VM pathway up until the conclusion of Unit 3 studies, subject to the following conditions:
  - The request must be made in writing and submitted to the Senior School Team for consideration.
  - Students' requests will be evaluated based on individual circumstances and their ability to meet the academic and attendance standards of the VM pathway.

### VM to VCE Pathway:

- Students enrolled in the VM pathway may request a transfer to the VCE pathway at the conclusion of Unit 2 studies, subject to the following conditions:
  - The request must be made in writing and submitted to the Senior School Team for consideration.
  - Students must meet the academic and attendance standards of the ATAR pathway.
  - Students must sit the Year 11 End of Year English exam and achieve a minimum grade of 60%.
  - Approval for this transition will be granted at the discretion of the Senior School Team, considering individual circumstances and readiness for the ATAR pathway.

## General Procedures:

- All pathway change requests must be submitted in writing to the Senior School Team.
- The Senior School Team will review each request, considering academic performance, attendance records, and individual circumstances.
- Decisions regarding pathway changes will be communicated to the student and their parents or guardians.
- Approved pathway changes will be implemented at the beginning of the next relevant academic term.

Gleneagles Secondary College acknowledges the importance of providing students with the flexibility to explore different educational pathways to meet their goals and aspirations. This Pathway Change Policy is designed to ensure that such transitions are made with careful consideration and in alignment with the best interests of the student. All changes are subject to approval and meeting the required standards.

## Eligibility for the Award of the VCE

The VCE (Victorian Certificate of Education) is awarded based on satisfactory completion of units. For Units 3 and 4, teachers collect evidence from set work and assessment tasks to demonstrate a student's achievement of outcomes. Satisfactory completion of a unit is different from assessing levels of achievement. Students can still be eligible for the VCE without being assessed for levels of achievement if they have completed the required set work and assessments. However, to receive a study score, students must be assessed for levels of achievement in at least two graded assessments. Not undertaking graded assessments may limit a student's pathway options.

## VCE VM Assessment

VCE VM assessments are school-based and assessed through a range of learning activities and tasks. There are no external assessments of VCE VM Unit 3–4 sequences and students enrolled in 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. **VCE VM studies do not contribute to the ATAR.**

## Minimum Requirement

### **VCE, excluding the VCE VM:**

The minimum VCE requirement, excluding the VCE VM, is satisfactory completion of 16 units, which must include:

- Three Units from the English group, including a Unit 3-4 sequence
- Three Unit 3–4 sequences, which can include further sequences from the English group.

The [Victorian Tertiary Admissions Centre](#) (VTAC) advises that satisfactory completion of a scored Unit 3–4 sequence from the English group of studies is required for the calculation of a student's ATAR.

### **VCE VM**

The minimum VCE VM requirement is satisfactory completion of 16 units, which must include:

- 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
- A minimum of three additional Unit 3–4 sequences, which can include other VCE or VCE VET studies
- A minimum of 180 nominal hours of VET at Certificate II level or above.

Upon satisfactory completion of the VCE VM program, the student will receive the appellation of 'Vocational Major' on their VCE certificate. If a VCE VM student meets the requirements for satisfactory VCE completion, but not the requirements for the satisfactory completion of the VM appellation, the student will be awarded the VCE without an appellation.

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## EXPECTATIONS OF SENIOR SCHOOL STUDENTS

Gleneagles Senior School students are expected to make the most of the educational opportunities available to them, so students must:

- Abide by the college code of conduct
- Abide by VCAA rules governing all assessment tasks
- Attempt all set school assessed coursework to the best of their ability
- Act as leaders within the school and wider community
- Always show respect to members of the college staff
- Behave in an appropriate manner at all times
- Never prevent others from achieving their personal best
- Accept the consequences if they breach rules
- Complete any and all required Catch up SAC sessions in allocated times
- Adhere by the 5-by-5 model

Gleneagles Senior School students will be committed to achieving their personal best, so they will:

- Complete all home study tasks
- Be available to complete SACs and support classes outside of normal school hours if deemed necessary by VCE Leader
- Attend after school information sessions relevant to studies
- Attend all exam preparation and review sessions outside of normal school hours
- Maintain a GPA >2.0

Gleneagles Senior School students are required to demonstrate that they can take on the responsibilities associated with the privileges that are afforded to them, so they will:

- Abide by the school and Senior School attendance policies
- Abide by the school uniform policy. Senior School students who consistently breach the uniform code will be referred to the Assistant Principal or Principal who will implement other appropriate sanctions
- Attend all scheduled classes for each of their enrolled subjects
- Be punctual to school and to all classes
- Be present on school grounds during the school day unless approved by the Senior School.

- Report to the Senior School study centre when they do not have timetabled classes

Gleneagles Senior School students are required to develop and apply the school values of RISE to all aspects of their studies, so they must:

- Keep up to date with set tasks
- Submit work on time
- Complete scheduled SACs and assessments on the date required by the subject teacher
- Document SAT progress for authentication purposes on the date/s required by the subject teacher
- Return medical certificates and notes for all absences within 5 school days
- All work requirements and attendance documentation necessary for satisfactory completion of each Unit must be submitted by the End of Unit date published on Compass.

Gleneagles Senior School students are required to follow the following rules during an assessment:

1. Students must enter the room in absolute silence and remain so until the conclusion of the SAC/test/assessment.
2. **Mobile phones, electronic devices and smart watches are not permitted in the assessment room and must be left in lockers.** Any devices accidentally carried into the assessment room should be surrendered before reading time commences, otherwise penalties can apply.
3. Only transparent water bottles are permitted.
4. **No pencil cases or books are allowed into the assessment room.** All pens and required materials should be stored in a transparent zip lock bag.
5. Non-smart watches must be removed and placed on the table in plain sight.
6. All materials, other than those specifically allowed for the SAC/test/assessment, such as writing implements or notes, are regarded as unauthorised and are not permitted.
7. Students who use unauthorised materials or are found to be accessing materials or students without permission will have their SAC/test collected and they will be reported to the VCE Coordinator for a Breach of Rules.

8. Students who arrive late to the SAC will not be given extra time to complete their work.
9. **No students are permitted to leave an assessment early.**
10. A student must not take any action that gives or attempts to give that student or another student an unfair advantage in an examination
11. A student must not communicate with another student while an assessment is being conducted
12. A student must not cause any nuisance, annoyance or interference to any other student while in an assessment
13. A student must not remove, tear out or damage any part of a bound reference, script book, question and answer book or answer book except formula sheets or similar permitted materials
14. A student must not begin to write or mark his or her paper or response material in any way, or use a calculator, until advised by a supervisor/teacher that writing may commence
15. A student must stay in their place or raise their hand if they wish to communicate with a supervisor/teacher
16. A student must cease writing when instructed to do so by a supervisor/teacher
17. A student must not leave their place until directed by a supervisor

Gleneagles Senior School students are required to follow the following rules in regard to authentication:

1. Not use the use of ideas, words, or images from another person (internet, books, AI) without proper referencing.
2. Not engage in unauthorised collaboration with another student on a task that is meant to be done individually.
3. Not use unauthorized notes, AI tools, or receiving help from tutors/parents to gain an unfair advantage.
4. Students must ensure all unacknowledged work is their own and sign a declaration to that effect.

Failure to meet these requirements may result in an N (Not Satisfactory completion) for the Unit.

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# VCE UNIFORM POLICY

## Policy

The image of Gleneagles Secondary College in our community depends heavily on students wearing correct school uniform. The code outlined above will be strictly enforced. Full school uniform must be worn to and from school.

Uniform at Gleneagles Secondary College is compulsory, and all students are required to wear the College Council approved school uniform as detailed below. Correct uniform also requires it to be in good repair.

## Uniform and Appearance

- Summer dress to be worn with plain white socks (above the ankle and with no logos)
- Winter skirt to be worn with black tights or plain white socks (above the ankle and with no logos)
- Tailored black shorts with logo to be worn with plain white socks (above the ankle and with no logos)
- Long black pants with College logo to be worn with plain white or black socks
- Jumper with College logo
- Long or short sleeved white shirt with logo
- College Cap – white with purple piping (no logo)
- Waterproof College jacket with logo
- Black, leather traditional school shoes such as: plain black leather lace up shoes – No boots, plain black leather slip on dress shoes with rounded or square toes, T-Bar shoes or Mary Jane shoes. (For safety reasons, heels must not exceed 3cm and buckles on shoes must be always done up. Velcro snaps are not permitted.)
- School Tie: optional
- College Blazer: optional
- Scarves optional but must be plain black or the school purple

## Sports Uniform

**No VCE student should be in Sport Uniform outside of designated practical sport periods.**

Where VCE students have practical sport classes, such as P.E or Sport and Recreation, **they may wear their sport uniform for the periods of those classes ONLY when an event is posted on compass by their class teacher.**

The Gleneagles Sports Uniform consists of:

- Sublimated sports top with college logo - House logo will be applied at point of sale
- Black Gleneagles sports shorts or black Gleneagles tracksuit pants
- College Rugby Top with logo
- Traditional lace up runners

## Uniform Mix

A mix of College Uniform and the PE Uniform are not permitted. Likewise, a mix of casual clothes with the College Uniform or a mix of casual clothes with PE Uniform is not permitted.

## Other Items

- Students are permitted to wear a watch or recognised religious symbol (on a necklace, inside clothing), SOS bracelet or SOS necklace and no more than two plain studs or sleepers in each ear. **Note: Smart watches are not permitted to be worn in exam and SAC assessment sessions**
- One nose stud only is permitted – it must be small in size and plain (gold, silver, clear plastic – no stone) in appearance (size must not exceed 20 gauge; this is equal to a 0.8mm piercing hole)
- The Principal has the discretion to permit the wearing of other religious items. This will not extend to cultural or family items
- Hair styles and colours cannot be extreme. Hair colours should be naturally occurring in the human population
- Makeup is permitted but should be subtle and not easily noticeable
- Nails must be of a safe and functional length. Colour must be a neutral tone, French Tip or clear.
- Visible tattoos are not permitted

## Enforcement of the Dress Code

Gleneagles Secondary College will enforce the dress code through consistent processes that support the maintenance of a positive school culture and clearly articulate school-wide expectations. When a student acts in breach of the uniform and dress code standards of the College, we will institute a staged response consistent with the Gleneagles Secondary College Student Wellbeing and Engagement Policy and the Gleneagles Secondary College Uniform Process.

Disciplinary measures that may be applied include, but are not limited to:

- Providing a time limited uniform pass where a reasonable explanation for the incorrect uniform is provided in writing or via phone call from a parent/guardian

- Conversation with student and/or parent
- Confiscation of the incorrect uniform item
- Contacting the parent/guardian to bring correct uniform to school or providing permission for the student to return home to change before returning to school
- Providing the student with temporary correct uniform from the Gleneagles Secondary College 'pay it forward' supplies
- Providing the student with an alternative learning program
- Lunchtime detention
- Afterschool detention
- Referral to the Wellbeing and Engagement Team for support
- Parent meeting

### Support for Families Experiencing Difficulty

The School provides support for students who may have difficulty meeting the cost of uniform items. Contact is to be made with the Student Engagement and Wellbeing Team for assistance.

State Schools' Relief (SSR) {<https://www.ssr.net.au/>} is also available for students experiencing short-term difficulty and/or long-term chronic need with school clothing and footwear. Contact is to be made with the Student Engagement and Wellbeing Team for assistance.

### Cultural and Religious Considerations

Gleneagles Secondary College will make cultural and religious adjustments to the school wide uniform code for students where appropriate and recognised within their community. Contact is to be made with the Student Engagement and Wellbeing Team for further detail.

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## SPECIAL EVENTS

We are committed to fostering a positive and respectful environment at Gleneagles Secondary College where special events are occasions to celebrate the achievements of our students. This policy is in place to ensure that these events maintain their significance and are conducted in a manner that reflects the values and standards upheld by our institution.

By adhering to this policy, we can continue to create an inclusive and harmonious community where all members can enjoy and participate in special events with pride and respect.

### Attendance

Participation in special events, including Valedictory and Celebration Days, is a privilege extended to students who have demonstrated a commitment to both behavioural and academic standards consistent with the ethos of our college.

Students who fail to meet these standards may be denied the privilege of attending special events. Behavioural standards include respectful conduct towards fellow students, staff, and parents, and adherence to the college's code of conduct.

Academic standards involve maintaining satisfactory academic progress and not compromising the quality of education.

### Academic Priorities

Special events should not impede on the academic progress of students. Students are expected to manage their time effectively to ensure that participation in these events does not lead to missing required classes, assessments, or other academic commitments. It is the responsibility of the students to balance their academic and extracurricular commitments. College staff will not make allowances for missed classes or academic obligations due to event preparation.

### Respect Towards Staff

Special events at Gleneagles Secondary College are organised by our dedicated staff on a volunteer basis. Staff members invest their time and effort to create memorable experiences for our students and their families. Any disrespectful or untoward behaviour towards staff members, whether by students or parents, will not be tolerated. Such behaviour includes but is not limited to verbal abuse, harassment, or any form of disrespect. The college reserves the right to take appropriate action, including the cancellation of the relevant event, in response to such behaviour.

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## UNSATISFACTORY ACADEMIC PROGRESS

**At Gleneagles Secondary College all Senior School students who receive Unsatisfactory Academic Progress on their progress reports will**

- be:**
- Asked to remain at school during any non-timetable periods during school hours of 8:30 am – 2:55 pm and/or remain after school up until 3:55 pm to complete any and all outstanding classroom work and/or home study tasks
  - Assigned a class re-engagement plan to monitor and support their classroom performance for a four-week period
  - Required to have a parent progress and/or pathways meeting (in person or over the phone) with a member of the Senior Engagement Team

**Students will receive an Unsatisfactory Progress mark under the following circumstances:**

- They failed to obtain a score of 50% or higher on a SAC/SAT
- They failed to regularly attend class
- They failed to complete classwork to a satisfactory standard determined by the classroom teacher
- They failed to submit required Home Study tasks or tasks were not completed to a satisfactory standard
- They failed to participate in classroom activities to a satisfactory standard
- They regularly fail to bring necessary equipment for learning
- Their classroom teacher reasonably believes the student has not made expected satisfactory progress in their learning
- Receive a GPA below 1.0 on a Progress Cycle Report

**In the event that a student is unable to obtain a Satisfactory Progress mark through the interventions listed above, the following consequences may apply:**

- Required attendance during non-school times such as after school hours or holidays to meet Satisfactory work requirements
- Required to complete modified/differentiated tasks in order to demonstrate their understanding.
- Parent meetings with relevant Student Engagement Leaders and members of the Principal Class Team to negotiate appropriate academic and career pathways
- Have TWO subsequent chances to initial tasks to demonstrate their understanding.
- If a student still does not demonstrate understanding, they receive a 'N' (Not

Satisfactory grade) for the designated outcome/unit

## Shared Expectations and Responsibilities

Academic Progress is a shared responsibility between the school, teachers, students, and their parents/carers. In order to get the most out of academic

opportunities, it is important that everyone understands their obligations and responsibilities.

**Responsibilities and expectations for leaders at Gleneagles Secondary College are to:**

- Advise teachers, students, and parents/carers of the Academic Progress expectations at the beginning of the school year and provide them with access to the Unsatisfactory Academic Progress policy.
- Support teachers, students, and parents/carers to meet the Academic Progress requirements for a Satisfactory mark.
- Follow up Unsatisfactory Academic Progress marks received on Progress Reports.

**Responsibilities and expectations for teachers at Gleneagles Secondary College are to:**

- Notify students, leaders, and parents/carers when they reasonably believe a student is at risk of receiving an Unsatisfactory Academic Progress mark via appropriate channels
- Notify students, leaders, and parents/carers of outstanding classwork and/or Home Study tasks throughout the term
- Provide opportunities to students to receive support and feedback on classwork and Home Study tasks prior to submitting an Unsatisfactory Progress mark
- Assess student progress fairly and without bias

**Responsibilities and expectations for students are:**

- Being aware of the school's Unsatisfactory Academic Progress policy
- Discussing academic progress expectations with their parents/carers
- Accepting responsibility for their academic progress in each of their chosen subjects
- Regularly seeking feedback and support on their classwork and Home Study tasks from their classroom teacher
- Organising their time to manage home obligations, participation in physical activity and sports, recreational and cultural activities and part-time employment around their academic obligations

**Responsibilities and expectations for parents/carers are:**

- Ensuring students attend their scheduled classes
- Talking to teachers about any concerns they have about classwork and home study tasks

- Monitoring their students' study and academic progress and communications through compass
- Reading, and where necessary, addressing all communications from the school
- Ensuring students are well prepared for their classes
- Ensuring there is a quiet study area for their child to complete required study tasks

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## 5-BY-5 MODEL

All VCE students at Gleneagles Secondary College are required to complete a minimum of five subjects in Year 11 and 12. This policy is intended to ensure that students are provided with a comprehensive and well-rounded education that equips them with the knowledge and skills necessary to pursue their future goals.

Each VCE student is required to enrol in a minimum of five subjects offered at Gleneagles Secondary College in Year 11 and 12 with the exception of VCE VM students who may complete a VET subject offered at an external educational institution. This requirement applies to all students, regardless of their intended career or educational pathway.

- Year 11 students may enrol in 5x Unit 1/2 subjects OR 4x Unit 1/2 and 1x Unit 3/4 Extension Subject
- Year 12 students may only enrol in 5x Unit 3/4 subjects
- VM VCE students may only enrol in 4x Unit 1-4 subjects and 1x VET subject

Students will have the flexibility to choose their subjects based on their interests, career aspirations, and post-secondary education goals.

Students will be advised by their school's Pathways Leader and Careers counsellors to ensure that their course selection meets the VCE requirements and aligns with their academic and career goals.

Exceptions to this policy will only be granted in exceptional circumstances, such as serious medical conditions, family emergencies, or other compelling reasons. Requests for exceptions will be considered on a case-by-case basis and must be submitted in writing to the school's Principal or designated academic administrator.

Non-compliance with this policy may result in the student not being able to receive a VCE certificate.

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## STUDENT DRIVERS

Our school recognises that some students will turn 18 and obtain a driver's licence while they are still attending school. Some of these students will want to drive to and from school. Gleneagles Secondary College expects that all student drivers will adhere to the conditions of their licence and the road rules and will drive in a safe and responsible manner. If the school becomes aware that a student driver has driven in an unsafe or irresponsible manner, police will be notified.

Students are not permitted to drive themselves to and from camps, excursions or other school activities unless previously arranged and agreed in consultation with the school Principal, and only in exceptional circumstances or in circumstances where all students are required to make their own way to the event. Consistent with Victoria's Graduated Licensing System conditions, students are permitted to drive only one peer passenger (aged 16-22), unless the passengers are siblings of the driver.

There is a Student Drivers Policy that all students need to adhere to. If a teacher believes a student may not be adhering to the policy, they should record the information on Compass and speak to the relevant year level coordinator.

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## ATTENDANCE

Schooling is compulsory for children and young people aged from 6 to 17 years (unless an exemption from attendance or enrolment has been granted).

Daily attendance is important for all VCE/VM students to succeed in education and to ensure they do not fall behind both socially and academically. School participation maximises life opportunities for young people by providing them with education and support networks. School helps people to develop important skills, knowledge and values that set them up for further learning and participation in their community.

Students are expected to attend Gleneagles Secondary College during normal school hours every day of each term unless there is an approved exemption from school attendance for the student.

**For VCE/VM students must maintain a 95% attendance record in order to meet the requirements of their VCE/VM subjects and obtain a Satisfactory grade.**

Failure to meet the expected standard of attendance may result in the student obtaining a Not Satisfactory graded for one or more of their VCE/VM units.

In the event that a student falls below the 95% attendance standard in VCE, they will be required to redeem these hours after school under the supervision of the VCE Team Leaders. Failure to do so, may result in a Not Satisfactory Unit result for the affected subjects.

### Supporting and Promoting Attendance

Gleneagles Secondary College's Student Wellbeing and Engagement Policy supports student attendance.

### Wednesday and Friday (A) Period 5 Attendance

Wednesday Period 5 is allocated as a designated study period for all VCE students. This period is intended to support academic excellence and personal development. While students have the option to leave school during this period, it is essential that they understand the commitment to attend all scheduled events and assessments that occur during this time. This includes but is not limited to examinations, presentations, tests, and any other academic activities.

In exceptional circumstances, where a student has a legitimate reason that prevents them from attending a scheduled event or assessment during the Wednesday Study Period, they must seek prior approval from the VCE Leadership Team for rescheduling. The request for rescheduling must be submitted well in advance and should be accompanied by appropriate documentation.

VCE students are expected to manage their time efficiently and ensure they are adequately prepared for any events or assessments scheduled during the Wednesday Study Period. Failure to attend without prior approval may result in academic penalties or consequences.

All VCE students are responsible for staying informed about the schedule of events and assessments during the Wednesday Study Period. Any changes or updates will be communicated by the school administration via Compass.

## After School Attendance

In order to maintain a fair and organised assessment process, students are required to ensure their availability and commitment to all VCE assessments and SAC catch ups are scheduled for Monday 3-4:20pm, Tuesday 3-4:20pm, or Wednesday 2-4:20pm year 11 and 12 subjects, or Wednesday 3-4:20pm for year 10 subjects.

Students are required to ensure their availability during these scheduled assessment and SAC catch up days. Students must plan their schedules to ensure they are free from work and social commitments during the assessment and SAC catch up times. Any work or social commitments that conflict with the scheduled assessment and SAC catch up times should be rescheduled or adjusted accordingly.

In the event of a genuine and unforeseeable emergency or situation that prevents a student from attending the scheduled assessment or SAC catch up they must notify the school administration immediately. Extension to SAC catch ups will only be considered in cases of documented emergencies or other exceptional circumstances. These will be scheduled at the discretion of the school.

Failure to adhere to this policy may result in the student's inability to participate in the assessment or SAC catch up process, which could have an impact on their academic progress and standing. Repeated non-compliance may lead to additional disciplinary actions as determined by the school's administration.

## Recording Attendance

Gleneagles Secondary College must record attendance in every class. This is necessary to:

- Meet legislative requirements
- Discharge Gleneagles Secondary College's duty of care for all students
- Meet Victorian Curriculum and Assessment Authority requirements for VCE students

Attendance will be recorded by the classroom teacher at the start of each lesson using Compass. If students are in attendance at a school approved activity, the teacher in charge of the activity will record them as being present.

## Recording Absences

For absences where there is no exemption in place, a parent must provide an explanation on each occasion to the school.

Parents should notify Gleneagles Secondary College of absences by:

- Calling 9708 1320 and leaving a message outlining their students name, year level and reason for absence
- Calling 9708 1319 and speaking directly with the administration staff

If a student is absent on a particular day and the school has not been previously notified by a parent, or the absence is otherwise unexplained, Gleneagles Secondary College will notify parents by SMS will attempt to contact parents as soon as practicable on the same day of the unexplained absence, allowing time for the parent to respond.

Gleneagles Secondary College will keep a record of the reason given for each absence. The Principal will determine if the explanation provided is a reasonable excuse for the purposes of the parent meeting their responsibilities under the Education Training Reform Act 2006 and the School Attendance Guidelines.

If Gleneagles Secondary College considers that the parent has provided a reasonable excuse for their child's absence the absence will be marked as 'explained absence'.

**For students completing VCE/VM, an 'explained absence' must be accompanied by a physical medical certificate from a relevant medical practitioner. Statutory declarations are not accepted except for extremely exceptional cases and should be discussed with the Senior School team.**

To ensure authenticity of certificates, Gleneagles will no longer accept digital medical certificates emailed to staff. All medical certificates must be original hard copies and must be handed to the VCE attendance officer.

If the school determines that no reasonable excuse has been provided, the absence will be marked as 'unexplained absence'. The Principal has the discretion to accept a reason given by a parent for a student's absence. If no explanation is provided by the parent within 5 school days of an absence, it will be recorded as an 'unexplained absence' and recorded on the student's file. Parents will be notified if an absence has not been excused.

## Managing Non-Attendance and Supporting Student Engagement

Where a student is at risk of falling below the required 95% attendance or absences are of concern due to their nature or frequency, or where a student has been absent for more than five days, Gleneagles Secondary College will work collaboratively with parents, the student, and other professionals, where appropriate, to develop strategies to improve attendance, including:

- Notifying parents when students are at risk of receiving a 'N' (Not Satisfactory) grade due to attendance in one or more classes
- Parent meeting with the Senior Engagement Team to outline concerns and establish supports for students identified as at risk of receiving a 'N' grade.
- Establishing an Attendance Student Support Group
- Implementing a Return to School Plan
- Arranging for assistance from relevant student wellbeing staff

We understand from time to time that some students will need additional supports and assistance, and in collaboration with the student and their family, will endeavour to provide this support when it is required.

### Referral to School Attendance Officer

If Gleneagles Secondary College decides that it has exhausted strategies for addressing a student's unsatisfactory attendance, we may, in accordance with the School Attendance Guidelines refer the non-attendance to a School Attendance Officer in the South Eastern Regional Office for further action.

If, from multiple attempts to contact with a parent, it becomes apparent that a student will not be returning to the school, the Principal may make a referral to a School Attendance Officer if:

- The student has been absent from school on at least five full days in the previous 12 months where:
- The parent has not provided a reasonable excuse for these absences; and
- Measures to improve the student's attendance have been undertaken and have been unsuccessful
- The student's whereabouts are unknown and:
  - The student has been absent for 10 consecutive school days; or
  - No alternative education destination can be found for the student.

### Extended Leave

Any student planning to take an extended absence from school is required to obtain a student extended leave form from the attendance officer.

## Absence Due to Holiday Arrangement

Holidays during school time will not be an approved absence. Absence due to extended holiday will contribute to the students' overall number of days absent.

## Absence Due to Cultural and Religious Observation

We acknowledge that students may have cultural or religious events during the school year. They vary between religions and often within the one religion between countries. Therefore, we cannot determine the dates and we cannot schedule our program around all possible events, consequently students who are absent for such an event will have it recorded as an unapproved absence. Absence due to religious observation will contribute to the student's overall number of days absent.

## Absence Due to Legal/Court Appearances

These contribute to the student's overall number of days absent. Students must supply a note from their parent or guardian stating the nature of the Legal / Court appearance or Legal Documentation to the Senior School Office.

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## SATISFACTORY COMPLETION OF VCE UNITS

To satisfactorily complete a VCE unit, students must demonstrate achievement of specified outcomes through a combination of set work and assessment tasks. The decision to award an S for satisfactory completion is separate from assessment of levels of achievement. VCE unit results contribute to satisfactory completion of the certificate. Final school-based assessment scores contribute to the calculation of a study score, except for VCE VM studies. Students are offered additional opportunities to demonstrate outcomes if they did not meet them in a scored assessment via the Gleneagles Secondary College Redemption process. Students cannot resubmit work to improve a school-based assessment score, only to achieve a Satisfactory grade.

The student receives an 'S' for a unit when the school determines that all outcomes are achieved satisfactorily. The decision about satisfactory completion of outcomes is based on the teacher's judgment of the student's overall performance on a combination of set work and assessment tools related to the outcomes.

For the VCE (excluding the VCE VM) the teacher makes 2 separate judgements. The S or N decision for an outcome is separate from the decision that assesses the student's level of achievement, which is used for the calculation of a study score and contribution towards an ATAR.

### **To achieve an outcome a student must:**

- Produce work that meets the required standard
- 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.

### **VCE at Risk of Not Satisfactory Unit Result**

Prior to a student receiving a Not Satisfactory result for an outcome, they must be notified that they are currently at risk of receiving a Not Satisfactory result (Risk of N) and be instructed on a means to rectify their result.

A student will become at Risk of N under the following circumstances:

- Submitted insufficient coursework for the teacher to accurately assess their progress in an outcome

- Student's coursework is not completed to a satisfactory standard to demonstrate the Key Skills and Knowledge of the outcome
- Student has not completed one or more hurdle requirements of the subject to satisfactorily meet the outcome
- The teacher and/or VCE team member has an authentication concern due to low class attendance

In the event that a student is deemed at Risk of N the student and their parents will receive a notification via compass of the reason of the Risk of N, the work owing, and the agreed upon due date for completion.

Students are required to meet with the relevant VCE team leader to collect a work tracker and attend after school study sessions until they have completed any and all outstanding coursework.

Should the student fail to complete the coursework to the required standard by the agreed upon due date, the student will receive an N for the relevant unit.

## VCE Not Satisfactory Unit Result

**The student receives an 'N' for the unit when one or more of the outcomes are not achieved because:**

- The work is not of the required standard
- The student has failed to meet a school deadline for the assessment task, including where an extension of time has been granted for any reason, including special provision
- The work cannot be authenticated
- There has been a substantial breach of rules including school attendance rules

The 'N' result should be used for students who only partly complete work or whose attendance records breach school rules. Teachers are expected to use the 'Notification of N result' process. The VCE Leader will finalise decisions over each proposed 'N' result.

**For satisfactory completion of a VCE unit at Gleneagles all students must complete the following:**

- Demonstrate understanding of all outcomes of the Unit as outlined by the Study Design
- Attempt and satisfactorily complete all School Assessed Coursework on the set date as prescribed by the classroom teacher
- Satisfactorily complete and submit all School Assessed Tasks (SATs) on the set dates as required by the subject teacher

## Consequences of a VCE Not Satisfactory Unit Result (N) or J result (due to non-attendance or non-completion)

- Credit Loss: An "N/J" means the student does not receive credit for that unit.
- Units 3 & 4 Impact: If an "N/J" is received for a Unit 3 or 4 sequence, the student will not receive a study score for that subject, making the exam score invalid. This will negatively affect the ATAR,
- VCE Certificate Risks: Receiving an "N/J" may jeopardize the total number of credits required for the overall VCE certificate

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## SCHOOL ASSESSED COURSEWORK (SAC)

**Students are expected to store all Unit 3/4 SACs at home in a safe place until April 1 of 2027 in case of audit or review of results. Failure to do so can impact students' marks negatively.**

SACs are School Assessed Coursework set by the classroom teacher. This is an assessment that is used to judge whether a student can demonstrate knowledge of the outcomes for each unit of study. Each study specifies a range of tasks to assess achievement of each of the unit's outcomes. Assessment tasks designated for coursework will be part of the regular teaching and learning program and will be completed mainly in class time and under teacher supervision.

SACs are an important part of the assessment process and it is expected that all students attempt all SACs in order to achieve a satisfactory result for the Unit.

Year 10 and Unit 1 and 2 SAC tasks are set and assessed by the school. Marks allocated to each task are not sent to the VCAA but will appear on end of semester reports. Unit 3 and 4 SAC tasks are set by the teacher and are based on assessment advice provided to them by the VCAA. Marks allocated to each task are reported to VCAA and will contribute to the unit score.

### Rescheduling of School Assessed Coursework (SAC)

#### **Absence on SAC Day:**

If a student is absent on the scheduled day of a SAC, it is the student's responsibility to take appropriate action to attend a catch up session and complete the missed SAC within 5 school days of their return to school, including providing any necessary paperwork such as medical certificates or extended leave forms.

- Any medical certificates must be provided in hard copy to the school within 2 business days of the student's return to school.
- Extended Leave Forms must be completed and submitted to the VCE office a minimum of 2 weeks prior to the student's departure.
- Absence from a SAC due to other schooling activities such as sports or excursions must be raised with the VCE team a minimum of 2 weeks prior to the event.

#### **Timing of Rescheduled SAC:**

Wherever possible, rescheduled SACs should take place after school hours to minimise disruption to the student's regular class schedule and to avoid missing any further subject content. In cases where after-school scheduling is not feasible due to logistical or other constraints, the SAC may be completed during class hours, with the prior agreement of the Head of VCE and the subject teacher.

### **Timeliness of Missed SAC catch up:**

The rescheduled SAC should occur as soon as possible, typically within the next available opportunity, with **a maximum allowable delay of 5 school days upon the student's return to school**. In cases where a SAC cannot be completed within the 5 business days limit, the student may not be able to be fairly ranked against the rest of the cohort. As a result, they will receive an "N/A" grade for that specific Outcome.

### **SAC catch up sessions:**

- Monday 3pm-4pm (year 10-12)
- Tuesday 3pm-4:30pm (year 10-12)
- Wednesday 2pm-4:30pm (year 11-12)

Students must ensure that they attend a catch up session on a day that the length of their SAC can fit within the running time. Students are not required to remain for the full SAC catch up session, only until their specific SAC is finished.

### **Responsibilities:**

Students are responsible for promptly notifying the subject teacher of their absence and seeking approval for a rescheduled SAC.

Subject teachers must work in coordination with the VCE engagement leaders to facilitate the rescheduling process and ensure the timely completion of SACs. Where the SAC is sat more than 24 hours after the original SAC date, students must be given an alternate SAC.

### **Record Keeping:**

All communication and documentation related to the rescheduling of SACs, including approvals, must be appropriately recorded, and maintained on Compass for reference and audit purposes.

## **Insufficient understanding demonstrated on a SAC**

- If a student achieves less than 50% on a SAC, they are considered to have insufficient knowledge of the curriculum.
- Parents will be notified through a Compass chronicle. This will state further study that the student can complete to develop their understanding before their examination.

Please note that the initial mark can not change.

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# AUTHENTICATION AND RECEIPTING OF WORK

## Authentication

Principals are responsible for the administration of VCAA rules and instructions in their school. One of these rules is that students must ensure that all unacknowledged work submitted for assessment is genuinely their own. Teachers may consider it appropriate to ask students to demonstrate their understanding of the task at, or about the time of, submission of the work. If any part or all of the work cannot be authenticated, the matter must be dealt with as a breach of rules.

## Work Completed Outside Class

Most work for the assessment of unit outcomes and School-assessed Coursework will be completed in class; however, this does not preclude normal teacher expectations for students to complete research and learning activities that contribute to gaining key knowledge and skills outside of class time. Additional work and study undertaken outside of class time will be required as part of the student's regular learning program. The setting and marking of work with a formative focus provides students with the opportunity to develop their knowledge and skills, and for teachers to provide diagnostic feedback.

A task for the assessment of unit outcomes may require preliminary preparation and activities associated with the task (for example, gathering necessary research data). The amount of work to be completed as homework is decided by the study teacher, taking into account the nature, scope and purpose of the task. Students should be advised just before beginning the task that some information or data might be collected outside the classroom. For School-assessed Coursework undertaken outside of class time, teachers must monitor and record each student's progress through to completion. This requires regular sightings of the work by the teacher and the keeping of records in the Authentication Record for School-based Assessment form.

## School Assessed Tasks

Teachers must ensure that there is a sufficient range of topics within their class to distinguish a student's work and, therefore, to assist in the authentication process.

Teachers must monitor and record each student's development of work, from planning and drafting through to completion, in the study specific School Assessed Task Authentication Record form. This requires regular sightings of the work by the

teacher. Observations of individual work done in class should be recorded. The teacher and student must sign each recorded observation.

## Absence from a SAT due date

If a student is away on a SAT/SAC/folio due date, the student must provide a medical certificate for their absence. If the student missed a due date due to a school event, this is automatically approved. All students must submit their task the first day that they return. If this is not done, a student is marked for any work previously assessed/marked off in class, and receives an NA (0) for anything else. Digital portfolios shared with the teacher are considered submitted.

## Strategies For Avoiding Authentication Problems

To reduce the possibility of authentication problems occurring in VCE Units 1 to 4, or problems being difficult to resolve:

- Teachers should ensure that tasks are kept secure prior to delivery, to avoid unauthorised release to students and thereby compromising the assessment. Tasks should not be sent by mail or electronically without due care
- A significant amount of class time should be spent on the task so that the teacher is familiar with each student's work in progress and can regularly monitor and discuss aspects of the work with each student
- Students should document the specific stages of the development of work, starting with an early part of the task, such as the topic choice, list of resources and/or preliminary research
- Copies of each student's written work should be filed at given stages in their development
- Assessment tasks should not be recycled, unless modifications are made to ensure that students are unable to use other students' work from a previous academic year
- Where commercially produced tasks are being used for school-based assessment, the school should ensure the tasks meet the requirements of the study design and that they have been sufficiently modified to enable student work to be authenticated
- If there is more than one class of a particular study in the school, the school should apply internal moderation and/or cross-marking procedures to ensure consistency of assessments between teachers. Teachers are advised to apply the same approach to authentication and record keeping, as cross marking sometimes reveals possible breaches of authentication. The early liaison on topics and sharing of draft student work between teachers enables earlier identification of possible authentication problems and the implementation of appropriate action
- Students should acknowledge tutors, if they have them, and discuss and show the work done with them. Ideally, liaison between class teachers and tutors can provide the maximum benefit for students and ensure that tutors are aware of the authentication requirements. Similar advice applies to students who receive regular help from a family member.

## Onus Of Proof - Students

Students must provide evidence that the work submitted is their own and/or was completed in accordance with VCAA requirements. In order to obtain the necessary evidence, students may be required to:

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

## Onus Of Proof – Staff

For fair and consistent penalties for the breaches of school rules and VCAA rules:

- Students must be notified in writing of the rules, dates and requirements of all assessment tasks
- Teachers keep accurate records of all student assessments, including submission dates and records of progress on extended tasks
- All rescheduling and redemptions of assessment tasks are communicated with the VCE Leader
- Subject teachers should not arrange any special provisions directly with the student. If students are eligible for special provision, teachers will be notified

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## BREACH OF RULES

### VCAA Rules Regarding Breaches of Assessment Rules

Teachers who believe that a breach of rules has occurred or that a student has behaved inappropriately, should report the incident to the VCE Leader. An investigation will then proceed before a final penalty decision is made by the Head of VCE and/or the Assistant Principal of Senior School. The work should not be accepted for assessment until sufficient evidence is available to show that the work is the student's own. If a breach is believed to have occurred, the original of the final version of the work is to be retained by the school. The student is to retain a copy.

### Interview

Prior to a decision being made by the school which results in a penalty being imposed, the student should be requested to attend an interview.

### Penalties For Breaches of Authentication Rules

The Principal or delegate of the Principal has the authority to:

- Reprimand a student
- If there is sufficient time, give the student the opportunity to resubmit work for satisfactory completion
- Refuse to accept that part of the work which infringes the rules and assess the remainder of the work
- Award a zero mark for the assessment
- Issue a detention or suspension
- Refuse to accept any part of the work, so that:
  - An N will be awarded for the outcome
  - An NA will be submitted for the School Assessed Coursework and/or the School Assessed Task

### Notification of Penalty to the Student

If a decision is made to impose a penalty as described in this section, the Principal or delegate must notify the student in writing within 14 days of the decision being made.

## Procedure for lodging and appeal against a decision

It is essential that the procedures and decisions regarding all penalties for breaches of rules are fully documented. Students must be informed of decisions in writing. The notification must include their right of appeal and the procedure for making an appeal. Students may appeal against a school decision or a school penalty.

If a student wishes to appeal against a decision, students can either:

1. Request a review of the decision in writing to the Principal within one week of receiving the decision letter
2. In accordance with section 2.5.21 of the Education and Training Reform Act 2006 (Vic), if you do not agree with the decisions of the panel you may appeal, in writing within 2 weeks of receiving this letter, to:

Chief Executive Officer

Victorian Curriculum and Assessment Authority

41 St Andrews Place

East Melbourne

Victoria 3002

## Overall Attendance

If a student has not met the attendance requirements for the unit, then the students work cannot be accurately verified as authentically their own and an overall N or J result must be awarded for the unit.

## Absence From a Scheduled SAC

The VCE Leader must be notified if a student has missed a SAC.

If the student misses one period of a SAC due to late arrival at school, he/she may be given permission to attempt the task on the same day, at the discretion of the VCE Leader. If a student is absent from a scheduled SAC, they must provide a medical certificate within 3 business days of their return to school.

If a student does not provide a medical certificate with evidence of illness and does not have another reason for the absence approved by the VCE Leader, the student must be given a Not Assessed result (N/A) for the task. A student who has failed a unit due to unapproved absence from a SAC must be informed in writing.

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## SPECIAL PROVISION

Special Provision allows all students to have the maximum opportunity to complete their VCE studies. There are four types of Special Provision available to students:

- **Student Programs:** Students may apply to the VCE Leader for variations to the number of subjects that students are expected to undertake.
- **School Based Assessment:** Students may receive from the VCE Leader for extensions to deadlines, additional time to complete tasks, modified tasks or rescheduling of tasks. To apply for an extension, the 'deadline extension request' form (APPENDIX 1) must be completed and submitted to the VCE Leader a minimum of 24 hours prior to assessment.
- **Special Examination Arrangements:** Students may apply to VCAA through the VCE Leader for special arrangements during VCAA examinations.
- **Derived Examination Scores:** Students may apply to VCAA through the VCE Leader a derived examination score for VCAA examinations.

Students eligible for special provision include:

- Those disadvantaged by a disability or impairment including learning disabilities
- Those significantly affected by illness or by factors relating to their personal circumstances and environment

Students wishing to apply for special provision will need up to date documentation from an appropriate professional e.g. doctor, psychologist. Students will need to speak to the VCE Leader, who will assist students to fill out the appropriate forms. Staff will be notified if a student has been granted special provision.

*Note: VCAA requires applications for existing conditions to be submitted by the beginning of March in the year in which a Unit 3 & 4 subject (Year 12 subject) is studied. "Emergency applications" for new conditions or illnesses that occur can be made at any time during the year, but not later than 7 days after the student has completed their Unit 4 examination.*

### SEAS (Special Entry and Scholarships)

Students that meet certain criteria may be eligible to apply for special entry or scholarships for a university placement. SEAS Access and Equity is open to all students whose education has been adversely affected by their life circumstances during the course of their VCE.

Applications must be accompanied by supporting evidence from an independent source which may include a medical practitioner, psychologist, member of the staff

or Wellbeing team. Full details of criteria and the requirements for meeting them are available on the VTAC website ([www.vtac.edu.au](http://www.vtac.edu.au)).

Students can only apply for SEAS through the VTAC website within the timeframes set down by VTAC. Students are strongly advised to have spoken to the VCE Leader about SEAS when they are in Year 11 and should have all requests for supporting evidence submitted to Wellbeing or VCE Leader by July in their final year. The VCE Leader will endeavour to assist students with their application and supporting evidence, however students are responsible for ensuring their application is submitted with all necessary evidence by the VTAC deadline.

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# EXAMINATIONS

Gleneagles Secondary College recognises the importance of rigorous academic preparation for our VCE (Victorian Certificate of Education) students. To ensure that our ATAR (Australian Tertiary Admission Rank) students are adequately prepared and empowered to succeed in their final year of high school, the school will conduct two mandatory practice exam sessions per VCE year in addition to the official VCAA (Victorian Curriculum and Assessment Authority) exams held at the end of the year.

## Mandatory Practice Exam Sessions

Gleneagles Secondary College will organise mandatory practice exam sessions for all ATAR students during the VCE academic year. These practice exams aim to provide students with valuable experience and exposure to exam conditions, helping them develop essential study skills, time management, and examination strategies.

## SWOTVAC Attendance

In the week prior to the October VCAA exams, students do not have scheduled classes in a period commonly referred to as SWOTVAC. During this time Gleneagles Secondary College will host mandatory revision lectures for relevant subjects. Students who miss a revision lecture without a valid reason may be subject to academic penalties or disciplinary actions as determined by the school's policies.

## Expectation of Student Effort

All ATAR students are expected to apply their best efforts and take the practice exams seriously as they would the official VCAA exams. Students should use these practice exams as opportunities to assess their knowledge and improve their academic performance.

## Utilisation of Practice Exam Scores

The scores obtained from the practice exam sessions will be used to guide pathway conversations with students, helping them understand their strengths and areas for improvement. Practice exam scores may also be used as part of the School Based Assessment requirements for certain subjects.

## Absence from Practice Exams

In the event of a student's absence from a practice exam session, the school requires valid medical documentation to excuse the absence.

Parents or guardians must inform the school of any anticipated or unexpected absences from practice exams as soon as possible to facilitate appropriate arrangements and rescheduling when applicable.

## Code of Conduct - Examinations

Students are required to observe the following rules for the conduct of all VCE written examinations and the GAT conducted by Gleneagles Secondary College or on behalf of the VCAA, as well as the day-to-day rules of the school.

All VCE exams will be conducted by VCAA supervisors who are issued with directions for the administration of VCE written examinations and the GAT and are required to report all alleged breaches of these rules to the VCAA.

Supervisors have the right to check any authorised materials that are taken into a VCE written examinations and the GAT.

VCE students are expected to adhere to the following standards:

- Students must not cheat or assist other students to cheat, including taking any action that gives or attempts to give them or another student an unfair advantage in a VCE external assessment.
- Students must not allow, induce or assist any other person to present for a VCE external assessment in their place.
- Students must not present for a VCE external assessment in another student's place.
- Students must not present for a VCE external assessment under the influence of alcohol or drugs.
- Students must obey and observe all instructions or directions given by their supervisor.
- Students must provide reasonable assistance to any investigation by the school or the VCAA in relation to a suspected breach of VCAA rules.
- Students attending a VCE assessment may bring only the materials and equipment approved for that assessment into the examination room.
- Students must not possess mobile phones and electronic devices that are capable of storing, receiving or transmitting information or electronic signals, such as recorded music and video players, organisers, dictionaries and computerised watches, during a VCE assessment.
- Students detected with any of the above devices must, upon the direction of a supervisor, surrender that device for inspection. Any confiscated device may be retained, pending any investigation into an alleged breach of VCAA rules. Students must provide reasonable assistance to the school and/or the VCAA or its agents to enable the interrogation of the device.
- Students must not bring into or possess in the examination room any drinks or food, except under special circumstances as approved and directed by the VCAA. Bottled water is permitted in the examination room under approved conditions.

- Students must not communicate with any other student while the VCE external assessment is being conducted.
- Students must not cause any nuisance, annoyance, or interference to any other student during a VCE external assessment.
- Students must not remove or tear out any part of a bound reference, answer book, question/task book or question and answer book except where permitted, for example, formula sheets.
- Students must not remove any response material, used or unused, from the examination room.
- Students must not begin to write or mark their paper or response material in any way, or use a calculator, until advised by a supervisor that writing may commence.
- Students must raise their hand if they wish to communicate with a supervisor.
- Students must not leave their place until permitted by a supervisor.
- Students will not be permitted to leave the VCE assessment before the conclusion of the exam.
- Students must cease writing when instructed to do so by a supervisor.
- Students must remain silent and seated in their place at the end of the VCE external assessment until response materials have been collected and checked, and an announcement is made permitting students to leave the examination room.

## Procedures for Exam Misconduct

In the event by which a student does not comply with the examination code of conduct the school can enact any of the following:

- Warn the student regarding inappropriate behaviour
- Remove student from examination room in the case of persistent, inappropriate behaviour
- Determine an appropriate consequence for the behaviour which may include non-assessment of the examination paper
- Advise parents of the breach and consequences
- Apply for the student to sit their VCAA end of year exams at an alternative location

# APPENDIX 1: VCE EXTENSION OF DEADLINE APPLICATION

Students wishing to apply for an extension of time must collect, complete and submit an application form to their teacher and then the VCE Leader a minimum of 24 hours prior to the assessment. Students granted an extension of deadline must complete an equivalent SAC within a week of the original assessment date under the supervision of the Subject Teacher. To be granted an extension of time, the VCE Leader may conduct an interview with the student and request evidence of work requirements/preparation completed prior to the assessment.

Please complete all fields below. Once complete, you must FIRST take this application to your classroom teacher to fill out and THEN submit it to the VCE Leader for approval.

Dear \_\_\_\_\_ (teacher's name), Date: \_\_\_\_\_

I \_\_\_\_\_ would like to apply for an extension of time to complete my: \_\_\_\_\_ with the original due date of \_\_\_\_/\_\_\_\_/202\_\_.

Provide an outline of why you have been unable or you will be unable to complete the assessment/coursework:

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I understand that my application to this subject and work ethic displayed will be considered in the making of this decision. In submitting this application, I understand that it may not be approved, and in this case, I must adhere to the original due date set by the teacher. If I am unable to do this, I understand I may be at risk of an 'N' result.

Student Signature: \_\_\_\_\_ Parent/Carer Signature: \_\_\_\_\_

**SUBJECT TEACHER TO COMPLETE:**  24-hour notice given

**STATUS OF APPLICATION:** Approved /Not Approved

Comments: \_\_\_\_\_

**VCE LEADER TO COMPLETE:**

DATE OF APPLICATION REVIEW: \_\_\_\_\_

STATUS OF APPLICATION: Approved / Not Approved

REASON IF NOT APPROVED:

\_\_\_\_\_

VCE LEADER SIGNATURE: \_\_\_\_\_

ENTERED INTO COMPASS: YES/NO



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## ACRONYMS

CPM	Cumulative Performance Measure		Employment Network
DEECD	Department of Education and Early Childhood Development	LOTE	Language/s Other Than English
DES	Derived Examination Score	MIPs	Managed Individual Pathways
DEST	Department of Education, Science and Training	MOU	Memorandum of Understanding
ATAR	Australian Tertiary Admission Rank	NA	Not Assessed
ESL	English as a Second Language	NAP	Code on VASS denoting VCAA-approved School Based Apprenticeships and Traineeships
FE	Further Education	OTTE	Office of Training and Tertiary Education
FFPOS	Full-fee-paying Overseas Student	PRES	Post-Results Enquiry Service
GA	Graded Assessment	QA	Quality Assurance
GAT	General Achievement Test	RPL	Recognition of Prior Learning
IB	International Baccalaureate	RTO	Registered Training Organisation
ISS	Industry Specific Skills		
LLEN	Local Learning and		

SAS	Score Amendment Sheet	VCAA	Victorian Curriculum and Assessment Authority
SAT	School-assessed Task		
SCAN	School Coursework Audit Notification	VCAL	Victorian Certificate of Applied Learning
SIAR	School Initial Assessment Return	VCE	Victorian Certificate of Education
SIEG	School Indicative Examination Grade	VCEDS	VCE Data Service
SRF	Study Record Form	VES	Code on VASS denoting VCE VET program
SSR	School Status Report	VET	Vocational Education and Training
TAFE	Technical and Further Education	VFE	Code on VASS denoting VET or Further Education programs
UG	Ungraded	VRQA	Victorian Registration and Qualifications Authority
UN	Unavailable		
UoC	Unit of Competence	VSL	Victorian School of Languages
VASS	Victorian Assessment Software System	VTAC	Victorian Tertiary Admissions Centre

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## GLOSSARY

- **Assessing school** - The school responsible for providing the assessment (through VASS) for one or more units for a student. The assessing school is usually, but not always, the home school. A student may have more than one assessing schools.
- **Assessment plan** - A set of tasks relating to the assessment of units of competence/modules undertaken in the Unit 3 and 4 sequence of a scored VCE VET program.
- **Assessment task** - A task set by the teacher to assess students' achievements of unit outcomes for School-assessed Coursework (see also Outcomes).
- **Authentication** - The process of ensuring that the work submitted by students for assessment is their own.
- **Derived Examination Score (DES)** - Provision available for students who have missed an examination or whose examination performance has been impaired due to illness or other personal circumstances.
- **Australian Tertiary Admission Rank (ATAR)** - The overall ranking on a scale of zero to 99.95 that a student receives, based on his/her study scores.

The ATAR is calculated by VTAC and used by universities and TAFE institutes to select students for courses. Formerly known ENTER.
- **Examinations** - External assessments set and marked by the VCAA. All VCE Units 3 and 4 studies have at least one examination. Written examinations are held in October and November. Performance examinations and oral components of LOTE examinations are held in October.
- **Extension studies** - First-year university studies recognised by the VCAA for contribution to the ATAR for students who are academically very able.
- **External Reference Score** - A common measure of performance in external assessments against which the schools' School-assessed Coursework scores for a particular study are statistically moderated. It is formed from the students' examination scores for each study and, for some studies, the component scores from the GAT.
- **General Achievement Test (GAT)** - A test of knowledge and skills in writing, mathematics,

science and technology, humanities and social sciences and the arts. All students enrolled in VCE Unit 3 and 4 sequence must sit the GAT. It is used by the VCAA to check that schools are marking School-assessed Tasks to the same standard, as part of the statistical moderation of School-assessed Coursework and as a quality assurance check on the VCAA's marking of examinations and School-assessed Tasks.

- Graded Assessment - All VCE studies have three Graded Assessments for each Unit 3 and 4 sequence, except for scored VCE VET programs, which have two. Each study includes at least one examination, most have School-assessed Coursework, and some have School-assessed Tasks.
- Home school - Refers to the major school of the student. Only the home school may ATAR and change a student's personal details through VASS. A student can only have one home school at a time. The home school is usually, but not always, the assessing school.
- Outcomes - What a student must know and be able to do in order to satisfactorily complete a unit as specified in the VCE study design or VCAL unit.
- Student Number - The unique number assigned to each student enrolled in VCE, VCE VET and VCAL. From 2003, the Student Number replaces all references to Candidate Number and VCAA Candidate Number in this and other VCAA publications.
- Studies - The subjects available in the VCE.
- Study design (VCE) - A study design for each VCE study is published by the VCAA. It specifies the content for the study and how students' work is to be assessed. Schools and other VCE providers must adhere to the requirements in the study designs.
- Study score - A score from zero to 50 which shows how a student performed in a VCE study, relative to all other Victorian students enrolled in that same study in a result year. It is based on the student's results in school assessments and examinations.
- Units (VCE) - The components of a VCE study that are a semester in duration. There are usually four units in a VCE study, numbered 1, 2, 3 and 4.
- VASS Administrator - School-based personnel who ATAR all school information into VASS.
- Victorian Assessment Software System (VASS) - The Internet-based system used by schools

to register students and ATAR VCE and VCAL enrolments and results directly onto the VCAA central database.

- Victorian Certificate of Education (VCE) - An accredited senior secondary school qualification.
- VCE provider - A school or other organisation authorised to offer the VCE.
- Vocational Education and Training (VET) - Nationally recognised vocational certificates. These certificates may be integrated within a VCE or VCAL program.
- VCE VET - VET certificates developed into full programs of study within the VCE and contributing to satisfactory completion of the VCE under the same recognition arrangements as for VCE studies.
- Victorian Tertiary Admissions Centre (VTAC) - VTAC acts on behalf of universities, TAFEs and other providers facilitating and coordinating the joint selection system. VTAC calculates and distributes the Australian Tertiary Admission Rank (ATAR).