

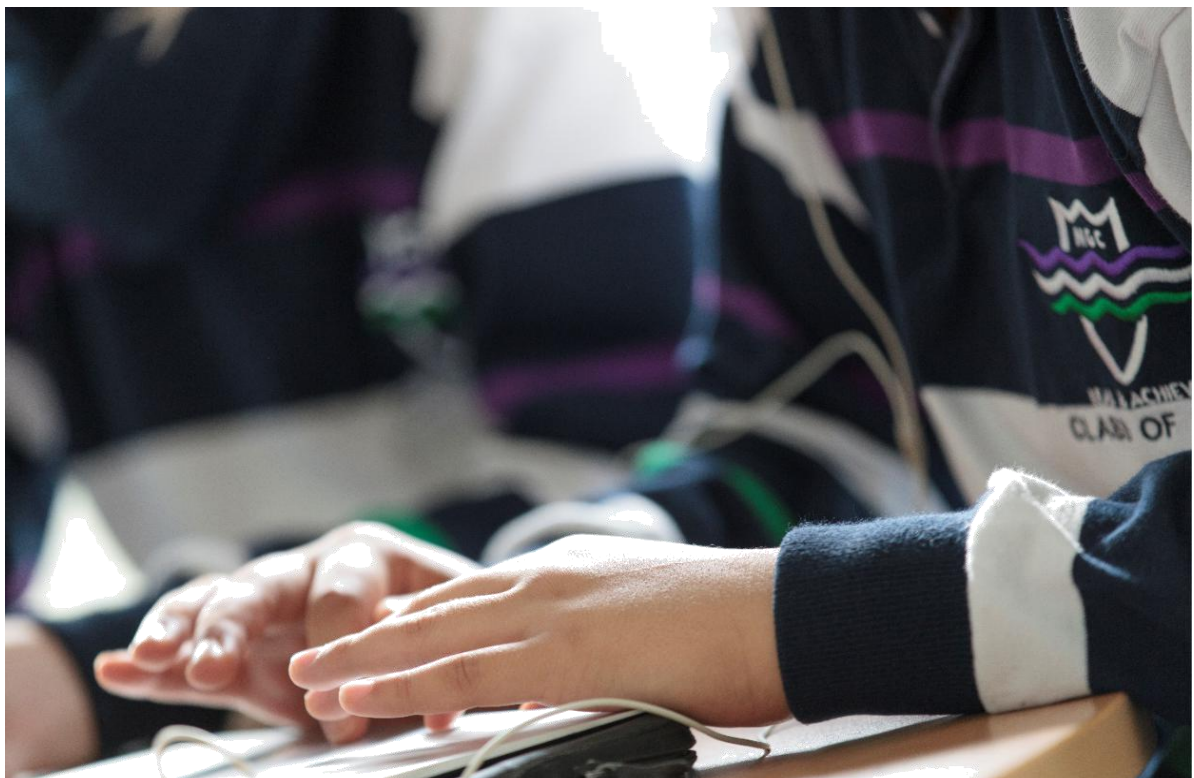


Melbourne Girls'

— C O L L E G E —

VCE VM and VET Information Booklet 2024

*Information for Year 11 and 12 students completing a Unit 1-4
sequence.*



YEAR 12 Team

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Year 12 Year 11 and 12 Wellbeing and Engagement and Senior Years Curriculum Coordinator

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Please note: *YLL and SWELS all have a teaching load on top of their roles and will endeavour to respond within 24-48 hours, it is not an expectation that they check their emails in school holidays, evenings or on weekends.*

If there is something urgent, please call the school office. Please include both Year Level Leaders and the SEWL in email communication.

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MGC Policies are located on the MGC Website:

Public Documents and Policies → College Forms and Documents.

ACRONYMS USED IN YEAR 11 AND 12

| | |
|-------------|--------------------------------------|
| ATAR | Australian Tertiary Admission Rank |
| DES | Derived Examination Score |
| GA | Graded Assessment |
| GAT | General Achievement Test |
| SAC | School-assessed Coursework |
| SAT | School-assessed Task |
| | Victorian Curriculum and Assessment |
| VCAA | Authority |
| VET | Vocational Education and Training |
| VTAC | Victorian Tertiary Admissions Centre |

2024 VCAA Assessment Periods

- **General Achievement Test (GAT)**
Tuesday 18th June 2024
- **Performance and Languages oral examinations and Extended Investigation: oral presentations**
Monday 7th October 2024 – Sunday 3rd November 2024
- **Languages (CCAFL) written examinations**
Tuesday 15th October 2024
- **Written Examinations**
Tuesday 29th October 2024 – Wednesday 20th November 2023

2024 Important School Dates

- **VCE Year 11 and 12 Information Night** 5th February
- **Year 12 Camp** Wednesday 14th – Friday 16th February
- **Year 11 and 12 Parent Success Integrated Workshop - Designed to facilitate Parents/Guardians with students in the VCE years** Wednesday 28th February 6:30-7:30 Online
- **Year 11 Unit 1 Examination Period** 6th June – 13th June
- **Year 11 Formal** 21st June
- **VTAC Year 12 Application Process (Assembly held by Careers)** August 2024
- **Unit 3/4 Exam Preparation Holiday Program** 30th September - 4th October 2024
- **Last Day of Year 12 Classes** Friday 14th October
- **Year 12 Breakfast and Whole School Assembly** Friday 18th October
- **Year 12 Valedictory Evening** Tuesday 22nd October
- **Year 12 SWOT VAC** Monday 21st October -28th October
- **Last Day of Year 11 Classes** Wednesday 13th November
- **SWOTVAC and Year 11 Exams** Thursday 14th November
- **Head start for 2025** Monday 25th November

VCE, VM and VET

VCE

The Victorian Certificate of Education (VCE) is a Senior Secondary Certificate of Education recognised within the Australian Qualifications Framework (AQF). It is designed to be completed over a minimum of two years and includes general education curriculum components (VCE studies), programs from Vocational Education and Training (VET) qualifications and Vocational Major (VM).

Each VCE unit involves 50 hours of scheduled classroom instruction. In addition, it is expected that students will undertake up to 50 hours of self-directed learning for each unit. **Satisfactory completion of a VCE unit is based on successful completion of outcomes. Satisfactory completion of units is determined by the school, in accordance with VCAA requirements. At MGC the satisfactory completion is based off attendance, SACs and classwork.**

Units 3 and 4 of all studies must be undertaken as a sequence; a student may not enrol in Unit 4 only.

Each VCE study has three graded assessment components: either one School-based Assessment and two external assessments, or two School-based Assessments and one external assessment. Each of the three graded assessment components contributes to a study score.

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 Australian Tertiary Admission Rank (ATAR).

Students require 16 units minimum and at least 3 3/4 sequences in addition to English.

MGC Procedure Summary

- All Year 11 Students at MGC are required to complete 6 subjects.
- All Year 12 Students at MGC are required to complete 5 subjects.
- The Subject change process in between semesters (Unit 1 into Unit 2) have set dates, no late applications will be accepted. Subject changes cannot be guaranteed due to class numbers and blockings with the timetable. This information is provided in assemblies and newsfeeds.
- For equity with this process, subject changes are based on the date of submission of the form.

VET

The VCE can include components of nationally recognised VET qualifications. Training from a nationally recognised VET qualification may contribute towards the VCE through the following recognition arrangements: Enrolment in a VCAA-approved VCE VET program, or a School-based Apprenticeship or Traineeship

Enrolment in any other nationally recognised qualification at Certificate II or above (block credit recognition; see '4.2 Recognition of VET within the VCE' in the *Qualifications: Vocational Education and Training* section).

VET is an external provider, with students being required to attend all sessions and get to the VET provider from school independently.

Please see Careers Team in the Lower Floor of Lyceum for more information

VCE VM

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

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

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

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

All Policies, Procedures, VCAA Rules, redemption periods and attendance apply to VM students.

VCE and VM Assessment

School-based assessment will be in the form of School Assessed Coursework (SAC) and School Assessed Tasks (SAT). The form or forms of school assessment and their weighting is specified for each study within the relevant Study Design.

School Assessed Coursework (SAC)

- A number of assessment tasks in different formats based on the study design specifications that are specified by the study design Key Knowledge Dot Points
- Used to assess the unit learning outcomes.
- Part of the regular teaching and learning program.
- **Attendance is compulsory and absences require a medical certificate for a score to be provided.**

School Assessed Tasks (SATs)

- These are used in studies where products and models are to be assessed: Art, Media, Studio Arts, Food Studies, Product Design and Technology and Visual Communication Design. Results of these school assessments will count towards the study score in each VCE study and ultimately towards the ATAR.

SACs and SATs are used (in conjunction with other school-based class activities) to assess satisfactory performance (S or N). In addition, they also assist students to improve subject knowledge and give an indication of what is to be expected in exams at the end of the year. Finally, they are a way of determining rank order of the student cohort of the study concerned. It is for this reason that the school must act in such a way to provide a fair way of deciding a performance ranking. Obtaining an 'S' in a unit is predicated upon students meeting all outcomes for that unit. Students should attend all timetabled classes in order for teachers to be able to attest that the student has met the unit outcomes.

Unscored VCE

A student may be eligible for the award of the VCE if they have submitted School-based Assessments for satisfactory completion of units but have not been assessed for levels of achievement in the study and have not completed examinations. In these cases, the teacher judges that the student has achieved the outcomes for a study based on the work provided by the student, without assessing levels of achievement. A student must be assessed for levels of achievement in both internal and external assessment in order to receive a study score. If a result is not provided for the unit, the student will not receive a study score.

When making their enrolment selection, students should consider the requirements for satisfactory completion and the award of the VCE. Not achieving graded assessments may limit a student's options for further training, study, and work.

Completing a VCE subject 'unscored' still requires a student to demonstrate their achievement at a unit 3 & 4 standard in the outcomes specified in the study design.

A meeting must be held with the YLL and SEWL prior to moving to unscored. At the conclusion of their year the students will still receive a VCE Certificate and an S for the completed subjects. They will not, however, receive study scores for their subjects or an ATAR.

Students completing an Unscored VCE at Melbourne Girls College are expected to:

- Follow the Melbourne Girls College 100% attendance policy to all lessons
- Complete all formative and hurdle work completed in class
- Complete the SACs, with an allowance for modifications where necessary (Case by case)

MGC Procedure Summary

- For equity: Multiple class subject SACs will be commonly scheduled on a Thursday Period 4, After school or Monday Period 2.
- Published dates for submission of assessment tasks must be strictly adhered to.
- Following VCAA guidelines, if a student misses a SAC or SAT submission a medical certificate is required for the day of the absence. This assessment is completed in the closest SAC catch up period. The SAT must be submitted the following day. Medical Certificates are submitted to the Year 11/12 Attendance Officer in VCE Study Centre.
- Failure to submit documentation will result in a zero for the SAC – In Unit 3/4 this directly affects the study score of the student.
- Failure to submit documentation and attend the first catch up session results in an N for Unit 1/2 subjects.
- Absence due to holiday results in a zero and is not an approved absence, this impacts outcome completion and overall attendance %
- Extensions to due dates cannot be made without appropriate documentation. This could be a medical certificate or similar document completed by a professional in the field.
- At MGC SACs and SATs are communicated through a live SAC calendar, in addition to SAC notifications sent out by the subject teacher, these SACs can and will change throughout the year due to interruptions – a holiday cannot be planned around these dates.
- SAC notifications are sent to students a week before SACs in class time and a fortnight for afterschool SACs.
- If a student fails a SAC, they will be placed at risk of N. This is communicated on compass to parents and students.
- Students have 4 weeks to redeem the outcome of work to receive an S.

Attendance

The Victorian Curriculum and Assessment Authority (VCAA) requires schools to set minimum class time and attendance rules.

Each VCE unit involves 50 hours of scheduled classroom instruction and 50 hours of home preparation.

Attendance and participation in classwork is part of a student's overall performance in assessment tasks and part of the evidence needed to award an S for a VCE unit. The decision of whether a student will not pass a unit due to a lack of attendance is made with consultation between the classroom teacher, Year Level Leader and Student Engagement and Wellbeing Leader.

MGC Procedure Summary

- All Melbourne Girls' College students are expected to attend 100% of classes and be punctual for all timetabled classes. Only serious illness and /or a family emergency should keep students away from school. Appointments should be made outside of school times.
- Falling below 85% put the student at risk of an N based on the missed content during this time and failure to meet the 50 hours specified by VCAA. This applies even when all the SACs have been completed to a satisfactory level.
- Failure to attend an assessment requires a medical certificate for a score to be given for the assessment piece. No medical certificate results in a zero towards the study score.
- Year 11 and 12 students can arrive at school for the start of their first period and leave after their last period of the day. Students are not permitted to leave school grounds during their free periods.
- Students are expected to use the quiet Study Centre or Library during their free periods for private study.
- All absences must be added to Compass and approved by a parent/guardian (through the Compass Parent Portal). Under no circumstances may a student choose not to attend a class, leave class without permission or leave school without permission. Students must stay on school grounds in their free sessions in Period 2 and 3 and lunch. **Detentions and contact will be made home for breaches.**

VCAA Rules and Protocols

Students are required to observe the following protocols for the conduct of School Assessed Coursework and School Assessed Tasks. These are in line with the rules and expectations of the VCAA (VCAA assessment protocols can be found through the *VCAA Exam Navigator* which is updated annually for each assessment period and handed out prior to the exams.

1. Students must not take any action that gives or attempts to give them or another student an unfair advantage in an assessment.
2. Students must obey and observe all proper instructions or directions given by their supervisor.
3. 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, organizers, dictionaries and computerized watches during any assessment.
4. Students detected with any device defined in Rule 3 must, upon the direction of the supervisor, surrender that device. The assessment at this point will cease to continue and the student in breach of the rules will be referred to their Year Level Leader.
5. Students must not communicate with any other student while the assessment is being conducted.
6. Students must not share any of the following items during an assessment: calculator, dictionary, bound reference or stationery.
7. Students must not remove any response material, used or unused, from the assessment room.
8. Students must remain silent and seated in their place at the end of the assessment until response materials have been collected, checked and they have been given permission to leave the room.
9. Students are not permitted to bring bags of any kind into an assessment. Notes and books are not permitted into any assessment unless it falls under the category of being an approved material.
10. Bottled water is permitted in any assessment. The water must be in a transparent plastic bottle (all labels removed). Water bottles must not be placed on the table at any time and must not be shared between students.
11. Students must raise their hand if they wish to communicate with a supervisor.
12. Students are not permitted to leave the assessment before the end of writing time.
13. Students are not permitted to mark their assessment paper in any way during the allocated reading time.
14. The start of reading time, the start of writing time and the end of writing time will be written on the whiteboard for any assessment. Students may refer to the clock in the classroom for time elapsed. The supervisor will give a 5-min warning prior to the end of the assessment time.
15. Students must cease writing when instructed to do so by a supervisor.
16. Students completing a subject where SATs are a component of assessment must attend all scheduled authentication meetings to demonstrate their progress and process.
17. Students must attend all scheduled classes on the day of an assessment. Should a student be absent from any class on the day of an assessment, a medical certificate explaining this absence is required.

All authentication issues and breaches of rules will be dealt with in accordance to VCAA rules as per the *VCE & VCAL Administrative Handbook*.

APPROVED MATERIALS FOR EXAMINATIONS

Students are permitted to bring basic stationery items into any written assessment. This includes pens, pencils, highlighters, erasers, sharpeners and rules.

- Pencil cases can only be brought into the assessment if they are transparent (i.e.) the contents are visible to the supervisor.
- Correction fluid/tape and loose sheets of paper are not allowed in any assessment.

For assessments where students are permitted to bring additional specific materials, subject teachers will notify students prior to the assessment.

DICTIONARIES

- **Dictionaries for exams cannot be loaned from the library for the day of external assessment due to equity for all students. Students must bring a dictionary to their GAT and end of year exam.**
- Dictionaries are only allowed in English, English as an Additional Language (EAL) and Languages written assessments.
- Dictionaries may be consulted during reading and writing time.
- In English and EAL assessments, a printed English and/or bilingual dictionary may be used.
- In the written component of a Languages assessment, any printed monolingual and/or bilingual dictionary in one or two separate volumes may be used.
- Dictionaries may not contain any highlighting, annotation or tabs that are not part of the original publication.
- A thesaurus or a dictionary that contains a thesaurus in the same volume is not permitted in any assessment.
- Dictionaries may not be shared between students during an assessment.
- Electronic dictionaries are not permitted in any assessment.

The GAT

The General Achievement Test (GAT) is a test of general knowledge and skills in areas of written communication, mathematics, science and technology, humanities, the arts and social sciences.

The GAT is split into two sections:

- Section A will assess literacy and numeracy skills.
- Section B will assess skills in mathematics, science, technology, the arts and humanities, with an increased focus on critical and creative thinking skills

All students enrolled in one or more VCE or VCE VET Unit 3-4 sequence will be required to sit the GAT. (Unscored VCE and all VM students included)

While it is important that students attempt the GAT, the test does not count directly towards their VCE ATAR. GAT results are used to check that VCE external assessments and school-based assessments have been accurately and fairly assessed, in addition to helping guide derived score applications. GAT results will continue to be used to check that VCE external assessments and school-based assessments have been accurately and fairly assessed.

The GAT is used in these ways because achievement on the GAT is a good predictor of achievement on other assessments. If students have done well on the GAT, then their achievements are likely to be high on their school-based and external assessments.

Each represents a body of general knowledge and skills that students are likely to have built up through their school years. Because it is a general test, no special study is required for the GAT. Students will already have done preparation for the GAT in past study of subjects like English, Mathematics, Science and History, where they have built up general knowledge and skills in writing, numeracy and reasoning. These are the knowledge and skills that will be tested.

Students can get a good idea of the questions by looking at previous GAT papers online, this will occur in Unit 3/4 English and Maths class prior to the GAT to provide students' experience. Students are encouraged to familiarise themselves with these questions and note that all the information needed to work out the right answer is provided.

Previous GAT papers can be found through the following link:

<http://www.vcaa.vic.edu.au/Pages/vce/exams/gat/gat.aspx>

Some GAT questions relate more closely to achievement in particular studies. The VCAA takes this into account when it calculates students' expected achievements in each study for each school. For example, GAT results in mathematics, science and technology play only a minor part in calculating students' expected achievements in humanities studies.

The VCAA will use students' GAT scores as a basis for:

- contributing to statistical moderation of school-based assessment results
- checking the accuracy of external assessment marking
- calculating the Derived Examination Scores.

Further information regarding the use of the GAT can be found at the following link:

<http://www.vcaa.vic.edu.au/Pages/vce/exams/gat/relates.aspx>

Students are provided with information relating to the GAT through their Year Level Assemblies and via VCAA publications made available in May of each year. GAT results will be reported to students in December in the results package these can be used by students in job applications to demonstrate their literacy and numeracy skills.

Special Provisions

The underlying principle of the VCAA Special Provision policy is to ensure that the most appropriate, fair and reasonable arrangements and options are available for students to demonstrate their capabilities if their learning and assessment programs are affected by illness, impairment or personal circumstances.

Student may be eligible for Special Provision if at any time they are adversely affected in a significant way by an acute or chronic illness (physical or psychological), factors relating to personal circumstance or an impairment or disability including learning disorders. These circumstances do not include matters or situations of the student's own choosing such as involvement in social or sporting activities. These provisions require documentation to be completed by medical professionals and provisions can include rest breaks, extra time, separate room, food and or medication into the assessments.

Special Examination Arrangements may be approved for students with disabilities, illnesses or other circumstances that affect their ability to access a VCE external assessment. The VCAA recognises that some students with a disability, as defined in the *Disability Discrimination Act 1992 (Cwlth)*, or illness may require Special Examination Arrangements to enable them to access the examination/test questions and communicate their responses in a timed external assessment.

The VCAA considers a large number of applications for Special Examination Arrangements every year.

The VCAA considers each application for Special Examination Arrangements on a case-by-case basis. The VCAA will make a decision based primarily on the school-based evidence and recommendations taking into consideration any additional academic and educational assessments and independent evidence provided with the application.

MGC PROCEDURE

It is the responsibility of the student and families to complete the VCAA forms for special provisions.

1. Forms are accessed from the newsfeed and hard copies are available to students in the Study Centre once released by VCAA. The deadline for the due date is set by VCAA and cannot be submitted late. The school requires these forms **scanned** to the email address at least 1 week prior to the VCAA deadline to submit to the portal. If the diagnosis/illness is ongoing and isn't new to the student emergency provisions cannot be applied for as VCAA provides the opportunity to apply for special provisions at the start of the year.
2. Special provisions are specific to different diagnosis's, impairments, illnesses. Specific provisions for each condition can be found on the VCAA website [Pages – Special examination arrangements for VCE external assessments \(vcaa.vic.edu.au\)](#)
3. The Medical and Student consent forms need to be scanned once completed and emailed through to specialprovisions@mgc.vic.edu.au . Any diagnostic tests and reports are helpful in the application process for VCAA and can be attached to the same email.
4. Student receives the provisions until we hear back from VCAA. Teachers are provided a live list, students need to check in with their teacher prior to an assessment about their provisions – if they need to start early
5. These forms are submitted by the integration leader to VCAA via our online portal. Please note VCAA make the final decision on the special provision outcome.
6. Contact will be made home when a decision has been communicated by VCAA. If denied it is possible with further paperwork to appeal the decision

Please note: If a student is diagnosed after the deadline or a new condition, illness occurs through the course of the year - please email the YLL and SEWL as soon as possible. They will send through the emergency special provision forms.

Derived Examination Scores

Students are expected to attend their Unit 3/4 Exam, even if the student is unwell or a personal incident has occurred.

Emergency special provisions can be applied for in this incident to support the student during the exam – the Year Level Leader and Student Engagement and Wellbeing Leader need to be contacted as soon as possible to facilitate this and appropriate documentation is required.

Students who become very ill or experience a personal trauma such as loss of extended family, at the time of their VCE examinations can apply after the exam for a Derived Examination Score, documentation and the application is submitted by the student and is sent to the students VCAA specified email once activated by the school.

A student statement and specific paperwork (C1 form) is required to be completed by the student and family before the school is able to add their comment and principal recommendation. The school cannot submit the application without Section A and C being completed by the student first.

MGC Procedure

Important: If a derived score is required the student must talk to SEWL or YLL straight after exam to activate the portal with the student present to take the student through the process and system.

1. The student or family are required to contact the YLL and SEWL if there has been an incident, death, illness, or trauma in the examination period or just prior immediately.
2. The derived score is activated by the school on the request of the student or family and is emailed directly to the students VCAA selected email. If no email is received the student is required to inform the school to allow the email to be resent. Straight after the examination the student needs to go through the portal with a member of staff to support them.
3. The student completes their section and attaches relevant documentation (doctor or legal documentation on the specified form C section) to the application. The application is only open for 5-7 days after the examination.
4. MGC staff require 1 full working day before the cutoff date to complete the school observation and principal section.
5. The outcome of this application is emailed directly to the student.

Please note: VCAA does NOT accept any late applications. Derived Scores cannot be activated the day of or the day before the deadline due to time restraints

Post School: VTAC Applications and SEAS

The Victorian Tertiary Admissions Centre (VTAC) is an independent shared admissions service facilitating access to tertiary education and further study opportunities and pathways for learners in Victoria. It acts as a central application point to make the process of getting into a course easier and more efficient for both students and tertiary institutions. If students are interested in studying in Victoria, they will complete their VTAC applications in Term 3.

It is recommended students and parents/guardians sign up to receive VTAC updates - [Sign up for VTAC updates – VTAC](#)

When applying for tertiary courses, students who have experienced disadvantage throughout their studies are eligible to apply for special consideration through the Special Entry Access Scheme (SEAS) in Term 3 through their VTAC account.

If there have been circumstances that have made it hard for you to do your best at study, you should consider putting in a SEAS application. SEAS is designed to make sure institutions get a sense of your full potential and it enables institutions to consider the circumstances you have experienced and their impact upon your studies when making selection decisions.

SEAS also allows institutions to identify applicants from under-represented groups when making selection decisions for some courses.

While SEAS allows selection officers to grant special consideration for course entry to applicants so that you may be offered a place with a lower rank than otherwise required, you are still required to meet the published institutional and course requirements.

Many institutions offer alternative entry schemes that take into account short-term and long-term disadvantage. While many are offered through the single VTAC SEAS application process, others require you to apply directly to the institution.

Information will be provided to students in Semester 2 regarding the SEAS application process.

MGC Procedure

VTAC and SEAS applications open in Term 3.

This is a student managed system/account and process that staff at MGC do not have access to.

1. Careers newsletters are sent out via newsfeed throughout the year updating students and families on tertiary open days and relevant career information.
2. The Careers Team run an assembly in Term 3 when VTAC applications open to all Year 12 students. Further information about SEAS is also presented to the students during this assembly. The VTAC assembly slides will be sent through to students and families for reference.
3. The Careers Team meet with every student to discuss their application and tertiary preferences.
4. Students are required to activate their VTAC account and pay the fee for tertiary applications.
5. Students need to enter their course preferences by the specific deadline set by VTAC.
6. Students are required to activate and fill in the SEAS component should they have experienced one of the criteria.

Please note: VTAC will NOT accept any late SEAS applications.

Wellbeing Supports

Homegroup

In 2024, the homegroup structure at MGC will begin with the intent to strengthen our students' sense of belonging.

Our Homegroup structure will provide a designated space for students to build relationships with their peers and a consistent Homegroup Teacher. Students will develop a stronger sense of belonging and connection within their homegroup, which will foster and enrich our supportive and inclusive culture. Each student across Years 7 to 12 will be assigned a homegroup at the beginning of the school year and each homegroup will be made up of a group of students from the same year level.

The Homegroup Teacher, will take on the role as a mentor, providing pastoral care, connection and serving as the main point of contact for parents and carers, strengthening our home school partnerships. Most Homegroup Teachers will also teach the homegroup for at least one subject across the year.

Homegroup will occur each day after period one and before recess. It will encompass a range of activities including reflection sessions, group discussions, and opportunities to build connection. Our homegroup sessions will also serve as a platform for student led initiatives, promoting student engagement and leadership across the College community. We believe that the success of the Homegroup structure will be amplified with the active involvement of our parent and carer community. We encourage our parent and carer community to engage actively with Homegroup Teachers, support your children in the transition of this new structure, and participate in homegroup events and meetings when they are organised throughout the year.

Wellbeing Sessions

Our Wellbeing Program includes prevention and harm minimisation approaches, awareness campaigns, Rights, Resilience and Respectful Relationships and peer support systems that deepen a safe and nurturing environment for our young people.

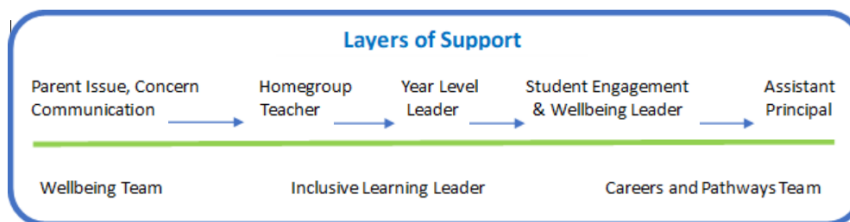
Year 11 and 12 students will have four scheduled Wellbeing classes per term. All Wellbeing classes will be incorporated into our timetable, ensuring every student has access to this vital curriculum.

We understand that we have an important responsibility to equip students with essential life skills that go beyond their time at MGC. Students will learn to prioritise self-care, manage stress, and seek help when needed. These skills are crucial for their future success and wellbeing beyond the college environment.

Wellbeing Sessions in VCE will also be used to facilitate students with post school opportunities and pathways through the Careers Team.

Communication

Communication is a vital part of a students' education, and we recognise the importance of regular communication between the school and home to ensure a shared commitment in the achievement of success.



It is an expectation that students are regularly checking their emails (minimum once a day at school) and is their responsibility for assessments, rescheduling assessments and attending required meetings.

Teachers, YLL and SWELS all have a teaching load on top of their roles, it is not an expectation that they check their emails in school holidays, evenings or on weekends. If there is something urgent, please call the school office.

Information will be communicated in the following ways:

- The school newsletter and careers newsletter – this provides a whole school overview of news and upcoming events. The newsletter is released electronically, through the Compass Parent Portal (as a Newsfeed), every fortnight.
- Year 12 newsfeed alerts – year level specific information regarding events and important information
- Homegroup and Year Level Leaders contacting families regarding concerns which relate to absences, conduct, welfare, and academic progress of students.
- Subject teachers contacting families regarding student welfare and progress.

At MGC we value all members of our community and aim to build a supportive and respectful environment through all communication.

Family Support

- Provide a quiet and calm area to allow for uninterrupted and effective study.
- Try and ensure some family time – this could be as simple as a common dinner time all together.
- Take a whole-family approach to supporting the student.
- Encourage student to believe in themselves and keep their goals in perspective.
- Help them put the year in perspective.
- Support them to pursue their interests in and out of school.
- Ensure the student is getting enough sleep each night and not staying up late studying.
- Keep an eye on their emotional and mental health; look for changes in sleeping or eating.
- Be there to discuss topics, verbalising the concepts can help clarify students understanding.
- Have open dialogue with the school and Year Level Leader where there are issues of concern.
- Encourage students to continue to engage in their hobbies and physical activity throughout their studies as a break.

VCE and VM Procedures and Policies Agreement Form

At MGC we aim to provide a supportive, enriching environment for our students to succeed. To ensure a united approach throughout the VCE and VM it is important that we understand the rules and procedures in place for our students throughout their VCE and VM years.

Please consider the following and sign

- We have read and understood the procedures outlined in the VCE and VM Handbook.
- We understand that an absence in Unit 3&4 without a medical certificate or serious family event (stat dec) will result in a zero towards the report and study score.
- We understand that classwork and homework contribute to their understanding of an outcome, failure to complete this set work can lead to an at risk of N. Students have 4 weeks to complete redemption work to redeem an S for an Outcome.
- We understand that attendance for each unit is 50 hours and falling below 85% attendance is an at risk of N; any holiday during school term is not an approved absence and will result in a zero for any assessments. This puts the student at risk of an N based on attendance.
- We understand important information throughout the year is communicated through Homegroup, Assemblies, Newsfeed Posts and Email and these need to be attended to and checked regularly.
- We understand the process required for Special Provisions if needed by the student and/or Derived Score Applications.
- We understand that all Year Level Leaders and Student Engagement and Wellbeing Leaders teach on top of their role and have 24-48 hours to respond to communication. These individuals are not expected to respond during evenings, school holidays or weekends.

For Unit 1/2

- We understand that failure to attend a SAC followed by the first catch up SAC session without a medical certificate will result in an N.

Student Name _____

Parent/Guardian Signature 1

Date

Parent/ Guardian Signature 2

Date

Student Signature

Date

Please return by Friday 24th November 2023 in after reading though the handbook.

These need to be dropped off, signed to Year 11/12 Attendance Officer in the Year 12 Office in the Lyceum.

Any questions or queries please contact Marina Habashi (Yr11), Tonia Douglas Scarfe (12).