



MELBOURNE GIRLS' COLLEGE

VCE POLICY
VCE and VCE VM

2026

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VCE POLICY

Rationale

Melbourne Girls' College empowers young women to strive for academic excellence, grow with resilience and self-belief, and lead courageously. We are driven by a commitment to shape socially conscious individuals who positively influence communities.

This policy is intended for all members of the Melbourne Girls' College (MGC) community involved in the VCE program, including students, parents and carers, teaching and support staff, and school leadership. It provides clarity and consistency around expectations, responsibilities, and procedures related to the VCE.

Melbourne Girls' College is committed to providing a fair, equitable, and supportive VCE experience for every student. This policy, aligned with the *Victorian Curriculum and Assessment Authority (VCAA) VCE Administrative Handbook*, outlines the procedures and requirements for the successful completion of the Victorian Certificate of Education (VCE) at the college. Melbourne Girls' College adheres to all mandated VCAA requirements for satisfactory VCE completion. All students enrolled in the VCE are expected to comply with the administrative guidelines of the VCAA, the MGC Senior Student Agreement, and this policy.

Central to the college ethos are the values of excellence, teamwork, and diversity, which form the foundation of this policy. We recognise that the VCE is a rigorous academic program that requires sustained commitment, resilience, and personal responsibility.

Melbourne Girls' College is dedicated to supporting students throughout this journey and ensuring that all students are given equitable access to opportunities for success. The college is committed to equity and inclusion, ensuring that all students are supported through appropriate accommodations and consistent processes. As a school, we strive to ensure that all students should have access to fully engage with and complete their VCE.

This policy provides a fair and consistent framework that upholds the integrity of the VCE program and reflects our broader educational mission: to empower young women to strive for academic excellence, grow with confidence and resilience, and lead courageously in their communities.

This policy will be reviewed every two years, or earlier if required, based on specific incidents, new research, or relevant school data, to ensure it remains current, practical, and effective.



The VCE

The Victorian Certificate of Education (VCE) is a Senior Secondary Certificate of Education recognized within the Australian Qualifications Framework (AQF). Typically completed over a minimum of two years, it encompasses VCE studies, the Vocational Major (VM) and other Vocational Education and Training (VET) qualifications.

The Victorian Certificate of Education (VCE) is typically completed over a two-year period; however, students may accumulate units over a longer timeframe if necessary. Most students will complete between 16 and 20 VCE units across two years.

To be awarded the VCE, students must successfully complete a minimum of 16 units, including:

- At least three Unit 3–4 sequences (i.e. Year 12-level studies) in addition to English
- At least one Unit 3–4 English sequence

In line with the VCE program and to support academic breadth and depth, Melbourne Girls' College sets the following minimum subject enrolments:

- Year 11 students are required to undertake at least six Unit 1 and 2 subjects
- Year 12 students are required to undertake at least five Unit 3 and 4 subjects
- These subject enrolments must include an English study at each level.

MGC Students have 2 enrolment program options when enrolling in the VCE:

- the VCE, which includes studies with school-based and external assessments that can provide a study score towards an Australian Tertiary Admissions Rank (ATAR)
- the VCE Vocational Major (VM), a vocational and applied learning program which includes studies with school-based assessments that do not provide a study score towards an ATAR. VCE VM students can include other VCE studies and VET units as part of their VCE VM program, including Structured Workplace Learning Recognition for VET.

Students with needs that mean they would benefit from individualised learning or who are not yet ready for the VCE are eligible to request The Victorian Pathways Certificate. The VPC is a flexible, inclusive Year 11 and 12 qualification designed for students who require a more accessible learning program than the VCE or VCE Vocational Major.

MGC students are also able to incorporate a VET qualification into their VCE studies.



VCE team

The Principal and the Senior School Team are responsible for ensuring adherence to all VCAA requirements and providing students with a thorough understanding of the program and adequate support for their studies.

MGC students are required to abide by the administrative guidelines and regulations of the VCE and the Senior Student Agreement. Prior to starting any VCE studies, students are required to sign an agreement to abide by VCAA regulations. This agreement can be found in the VCE and VCEVM information booklet. Students enrolled in VCE must complete and submit the Student Personal Details form annually. Students are responsible for maintaining accurate contact details and must promptly notify the VASS Coordinator of any changes.

All VCE-related issues will be managed using VCAA and College Policies. The College Principal retains final authority for interpreting this policy and making executive decisions where necessary.

College Principal	For final say on the implementation of VCE policy at Melbourne Girls' College
Assistant Principal of Years 11 and 12	To lead the implementation of the VCE including supporting students and their families, as well as staff.
Senior Student Engagement and Wellbeing Leader	To be a point of contact for students, parents and carers, and staff regarding complex student concerns, particularly wellbeing needs, academic concerns, catch-up assessments, and redemptions.
Senior Curriculum Leader	To engage with staff about pedagogical approaches, VCE data, study design implementation, and assessment and moderation practices in the VCE. VCAA communication with students and staff.
Year level leaders 12	To be a point of contact for students, parents and carers regarding student concerns, wellbeing needs, academic check ins.
Year level leaders 11	
Careers Team	To engage with students, parents and carers to support with post school opportunities and pathways.
VASS coordinator	To engage with staff and students for accurate data entry of student details and subject outcomes for VCAA
VCE attendance officer	To facilitate students and families with attendance
Disability and Inclusion Leader	To coordinate and oversee the implementation of adjustments such as ILPs and special provisions for students completing their VCE
Senior Inclusion Leader	To support in the application and implementation of special provisions in the VCE with VCAA
Domain Leaders	For



EXPECTATIONS AND RESPONSIBILITIES

Communication

Melbourne Girls' College values all members of its community and is committed to fostering a respectful and supportive environment through effective communication. Ongoing communication between the school, students, and families is essential for student progress, engagement, and success.

Teachers, Home Group Teachers, and Year Level Leaders will communicate important updates related to academic progress, behaviour, wellbeing, and attendance in person, via Compass, email, and phone when required. Students are expected to regularly check and read all official school communications related to assessments, rescheduled SACs or exams, scheduled meetings, and school events. Students are also required to take responsibility for explaining any non-attendance at School-Assessed Coursework (SACs), exams, or other compulsory events by communicating with their Year Level Leaders and Classroom Teachers.

Students and families are also strongly encouraged to keep the Senior School Team informed of any circumstances that may affect a student's academic performance or their ability to complete coursework and/or assessments.

Staff Availability and the Right to Disconnect

In accordance with the *Right to Disconnect* legislation (2024), all school staff have the right to disengage from work-related communication outside of their designated working hours. Staff are not required to monitor or respond to emails, phone calls, or other forms of contact during evenings, weekends, or school holidays.

Respectful Communication

All members of the school community are expected to engage in communication that is respectful, courteous, and aligned with the values of the College. Families are required to refer to the **Parent and Carer Respectful Behaviours Policy** for guidance on appropriate conduct when interacting with school staff. Breaches of respectful communication standards will be managed in accordance with school policies and Department of Education guidelines.



Day to Day Operation

Students at Melbourne Girls' College are required to attend all classes fully prepared to learn, bringing all necessary materials, including a charged laptop each day. Being ready for class ensures that all students can engage productively and supports a positive learning environment for all.

The senior school operates under the following times:

Before school	The study centre is open from 8am	Students are expected to use the Study Centre, Canteen, or Library for private study during free periods. Catch-up SACs or redemptions may be scheduled before school.
Period 1	8:50am – 10:02am	
HG	10:07am – 10:19am	
Recess	10:19am – 10:34am	
Period 2:	10:39am – 11:51am	
Period 3:	11:56am – 1:08pm	
Lunch:	1:08pm – 1:58pm	
Period 4:	1:58pm – 3:10pm	SACs and catch ups may be scheduled during period 4 on a Thursday
After School	The study centre closes at 4:30pm	After school SACs, catch ups, and redemptions may run on Mondays, Thursdays and Fridays.

Assessments Outside of Scheduled Class Time

To ensure consistency, equity, and integrity in the assessment process, senior students may be required to complete School-Assessed Coursework (SACs) or redemptions outside of regular school hours. These sessions are usually held on Monday or Thursday afternoons, or before school as needed.

Where a SAC is scheduled outside normal school hours, a VCE SAC Notification will be sent to students and families via Compass at least two weeks prior to the assessment. SACs held during class time will be communicated a minimum of one week in advance via Compass.

Families and students are encouraged to refer to the VCE Assessment Calendar and Compass Learning Tasks regularly to stay informed about upcoming assessments.



Study and Home Study

Use of Study Periods

VCE students are expected to be on campus for all scheduled periods, from the start of their first class until the end of their final class each day. Students are not permitted to leave the school grounds during study periods, recess, or lunch.

During designated study periods, students are required to remain on school grounds and use their time productively for independent study. Study locations include the VCE Study Centre, Crowe's Nest Café, or Library.

Arrival and Departure Procedures

All absences must be recorded on Compass and approved by a parent or guardian via the Parent Portal. Students must not miss classes, leave a class without permission, or exit the school grounds without prior authorisation.

Permitted late arrival and early departure conditions are as follows:

- Students with a Period 1 study period may arrive late, provided they are on campus and present for Home Group at 10:07am.
- Students with a Period 4 study period may leave at lunchtime only if they have no other scheduled classes that day.
- Students with a study period or periods after their final class of the day, they are entitled to leave. This should be done as soon as practically possible after their final class has finished.
- Students are always welcome to stay on school grounds and use before school, any study periods, and after school productively for independent study in our VCE Study Centre, the Crowe's Nest Café, or the Library.

If a student needs to leave school during the day a parent/guardian must provide prior explanation and approval via Compass and the student must sign out at the General Office before leaving. If a student arrives after the school day has begun, they must sign in at the General Office before going to class.

Students are not permitted to leave the school grounds during the day if they have study periods in Period 2 or Period 3. Students may not leave and return between classes under any circumstances. Any student who leaves the school grounds without prior approval will be considered truant and issued a detention. This includes leaving school during the day without permission and failing to attend Home Group without approval.

Study at home

VCE students are expected to engage in regular home study to meet the increasing academic demands of their subjects. Not all tasks will be formally set by teachers, students are expected to consistently review and consolidate their learning from each day to reinforce key knowledge and skills, at school in study periods, and before or after school at home or on site in our VCE study locations.



As a general guideline, students should aim to spend around 3 hours per subject, per week, on homework and study, with this time evenly distributed across all subjects. The suggested study hours for each year level are:

- Year 11: Approximately 2 hours per subject per week
- Year 12: Approximately 3 hours per subject per week

It's important to note that this may vary depending on the timing of assessment tasks—some weeks may require more time and effort than others.

Teachers will set study tasks for VCE students, and it is the student's responsibility to complete these tasks to the best of their ability. Home study and practice is essential for applying knowledge, deepening understanding, and preparing for assessments.

Teachers may set specific tasks as *hurdles* that must be completed prior to sitting an assessment, failure to complete these tasks may lead to students being deemed 'At Risk' of an N. Completion of coursework and homework may also be used by teachers as evidence of whether a student has demonstrated the required knowledge and skills to achieve a satisfactory 'S' outcome for a Unit.

Attendance

VCAA requirements

The Victorian Curriculum and Assessment Authority (VCAA) requires all schools to enforce minimum attendance and instruction time standards for VCE units. Each VCE unit comprises:

- At least 50 hours of scheduled classroom instruction
- Up to 50 hours of additional self-directed learning and study

Melbourne Girls' College Requirements

All Melbourne Girls' College students are expected to attend and be punctual for all scheduled classes. Regular attendance is essential for teachers to accurately assess and authenticate coursework, SACs, and SATs, and to determine whether students have met the outcomes of each Unit. Completion of SACs or SATs alone does not guarantee an 'S' if attendance is too low.

Only serious illness or a family emergency should prevent attendance. Wherever possible, medical and other appointments should be scheduled outside of school hours.

VCE students are required to maintain a minimum attendance rate of 85% for each Unit. This means no more than 15% of classes can be missed for unapproved reasons. Students must be present in class to develop the knowledge and skills necessary to



meet Unit outcomes. Falling below the required attendance may result in a student receiving an N for the Unit, even if all outcomes have been met.

Decisions regarding whether a student will not pass a Unit due to inadequate attendance are made in consultation with the classroom teacher, Year Level Leader, and Student Engagement and Wellbeing Leader.

Approved and Unapproved Absences

For VCE compliance, absences are classified as either 'Approved' or 'Unapproved'.

Approved absences include:

- Illness supported by a medical certificate.
- School-sanctioned activities (e.g. sport, excursions, camps).
- Medical appointments that cannot be scheduled outside of class time, supported by a certificate of attendance.
- Funerals with written explanation from a parent or guardian.
- State or national representation in sport with documentation from the relevant sports body or coach.

Supporting documentation (e.g. medical certificates or certificates of attendance) must be submitted to the VCE Administrative Officer within two days of the student's return to school to the Year 11 and 12 Sub School Officer. Ongoing absences of more than three days for any reason must be communicated to Year Level Leaders.

Unapproved absences include, but are not limited to:

- Absence without supporting documentation. Absences listed in Compass as "medical illness" or "parent choice" will not be considered approved for VCE attendance unless supported by appropriate documentation.
- Family holidays
- Attending for partial days, for example, attending classes, but leaving before an assessment, or coming to school only for an assessment.
- Being more than 10 minutes late to a designated class is considered an unapproved absence for that lesson.

Authorised Early Departures

Students who miss classes due to approved early departures follow correct procedures, including signing out and providing supporting documentation if requested. These students will not be penalised for approved absences but are responsible for catching up on missed learning and assessment tasks, however, they must still catch up on any missed work and will still need to demonstrate outcomes.



Uniform

Melbourne Girls' College students are expected to wear their uniform with pride, as it reflects the values and culture of our school community. All senior school students must comply with the uniform requirements outlined in the **MGC Uniform Policy** and are required to wear the correct uniform, including when travelling to and from school.

Failure to comply with uniform expectations and not providing an explanatory note may result in consequences. These may include detentions, being restricted from attending classes, and in some cases, being excluded from SACs or examinations until the issue is resolved.

Year 12 students have a unique jumper in their final year to recognise their senior leadership as an important value of the college. Students will be permitted to wear the alternate jumper as an addition to their academic or PE school uniform.

Mobile Phones

In line with the Department of Education's policy, students at Melbourne Girls' College must have mobile phones and other personal devices switched off and securely stored in their lockers during school hours (8:50am–3:10pm), including recess and lunchtime. Phones may only be used during school hours if a documented exception has been granted for learning, health, wellbeing, or safety reasons. Students are responsible for the safety of their devices, which are brought to school at their own risk.

Unauthorised use of mobile phones or similar devices may result in consequences, including confiscation, detention, and storage of the device in the general office. Repeated breaches or refusal to follow staff instructions may result in escalated consequences. For emergencies, families should contact the school office directly. For more detail, please refer to the full **MGC Mobile Phone Policy**.

Student Conduct

At Melbourne Girls' College, all students have the right to feel safe, respected, and supported in a learning environment free from discrimination, bullying, or harassment. Our VCE students are expected to take full responsibility for their learning by demonstrating respect, punctuality, positive behaviour, and active engagement in class.

The College promotes inclusion, fairness, and accountability, and encourages students to raise any concerns through appropriate channels. Behavioural expectations are clearly communicated and managed through a staged, restorative approach in line with Department policy.

The completion of VCE studies is acknowledged and celebrated under the guidance of the Senior School Student Support Team. Expectations for this day will be clearly



outlined in advance. Any student involved in behaviour that results in damage, defacement, or requires the school to clean or repair property will face consequences. These may include: being charged for any damages, cancellation of graduation tickets without refund, restricted access to school grounds or staff for revision, or being required to sit exams at an alternate location off-site.

For further details, please refer to **the full Student Engagement and Wellbeing Policy**.



VCE ASSESSMENT

Satisfactory Completion of The VCE and VCE VM

To be awarded the Victorian Certificate of Education (VCE), students must satisfactorily complete a minimum of 16 units. These must include:

- At least three units from the English group, with at least one Unit 3–4 sequence; and
- At least three additional Unit 3–4 sequences in studies other than English (although additional English sequences may count toward this requirement).

Note: The English group includes *English*, *English as an Additional Language (EAL)*, *English Language*, and *Literature*.

The Victorian Tertiary Admissions Centre (VTAC) advises that to receive an ATAR, students must satisfactorily complete a scored Unit 3–4 sequence from the English group (excluding VCE VM Literacy).

Note: *VCE VM Literacy* is not scored and does not contribute to the ATAR. It is available only to students enrolled in an eligible VCE Vocational Major (VCE VM) program.

To be awarded the VCE Vocational Major (VCE VM), students must satisfactorily complete a minimum of 16 units, including:

- Three VCE VM Literacy units or three units from the English group (including at least one Unit 3–4 sequence);
- Two VCE VM Numeracy units or two units from the Mathematics group;
- Two VCE VM Work Related Skills units;
- Two VCE VM Personal Development Skills units; and
- At least 180 nominal hours of VET, usually equating to two VET credits at Certificate II level or above.

Satisfactory Completion of VCE Units

Satisfactory completion of a VCE or VCE VM unit is based on the learning outcomes set by the Victorian Curriculum and Assessment Authority (VCAA). Each unit includes two to four outcomes that define what students must know and be able to do.

To receive a Satisfactory (S) result for a VCE unit, a student must:

- Produce work that demonstrates achievement of the outcomes



- Submit work by the required deadlines
- Ensure all work is their own and meets academic integrity standards
- Meet the College's attendance requirements.

Teachers determine a satisfactory completion by determining if students can demonstrate achievement of all required outcomes, as determined by their teacher's holistic assessment of classwork and learning activities, formal assessment tasks, and other evidence of learning relevant to the outcomes.

The decision to award a Satisfactory (S) for a unit is separate from the determination of achievement levels indicated by grades or scores. Satisfactory completion may also be contingent on meeting attendance and submission requirements.

At Melbourne Girls' College, students are provided with multiple opportunities to develop and demonstrate the key knowledge and skills required for each outcome. Judgements regarding satisfactory completion are based on a range of evidence, not solely a single task or numerical result.

Submission of work must occur within published deadlines. All work must be original and comply with VCAA and College policies, including the SAC absence and assessment authentication conditions.

Detailed assessment information and subject-specific guidelines are available on the [VCAA website via the VCE studies index](#).

Evidence for Achieving Outcomes

In the Victorian Certificate of Education (VCE), there are two primary types of school-based assessment: School-Assessed Coursework (SACs) and School-Assessed Tasks (SATs). The type and weighting of assessment tasks for each subject are prescribed in the study design published by the Victorian Curriculum and Assessment Authority (VCAA). Obtaining an "S" in a unit is predicated upon students meeting all outcomes for that unit. Students should attend all timetabled classes for teachers to be able to attest that the student has met the unit outcomes and achieved fair scores. This is particularly true at Units 3 and 4 due to the requirement for equitable delivery and assessment across all schools in the system. This ensures that Study Scores are truly a reflection of student's aptitude in the study.

School-based assessments are used to determine whether a student has achieved a satisfactory (S) or non-satisfactory (N) result for a unit, based on their performance against outcome statements. In Units 3 and 4 they are also used to determine a student's level of achievement, which contributes to their study score and ultimately, their ATAR.

Melbourne Girls' College is committed to fair, consistent and transparent assessment practices. To ensure equity across the student cohort, staff implement processes for determining the rank order of students for each VCE study in line with VCAA



requirements. For additional information please refer to **the College Assessment Policy**.

Evidence used to determine satisfactory completion may include:

- Coursework: Class-based learning tasks designed to build and demonstrate understanding of key knowledge and skills.
- Home study: Independent work undertaken to consolidate learning and prepare for assessment.
- Formal assessment: School-Assessed Coursework (SACs) and School-Assessed Tasks (SATs), which provide formal evidence of learning outcomes

School-Assessed Coursework (SACs)

School-Assessed Coursework (SACs) are assessment tasks specified in the study design for each VCE subject. These tasks are:

- Part of the regular teaching and learning program
- Completed mainly in class and within designated timeframes
- Designed to assess students' achievement of the key knowledge, key skills, and outcomes for each unit

SACs may include a range of assessment formats and many take place under exam-style conditions.

Failure to submit coursework or demonstrate sufficient understanding may result in an N (Not Satisfactory) for the unit.

While SACs are conducted mainly during class time, students are expected to complete regular home study to revise content, practise skills, and prepare for SACs and exams.

The workload may vary from week to week, and students are encouraged to manage their time effectively to meet deadlines and minimise stress.

School-Assessed Tasks (SATs)

School-Assessed Tasks (SATs) are used in VCE studies where students are required to produce practical or creative work. These studies include:

- Art (Art Making and Exhibiting and Art Creative Practice)
- Media
- Food Studies
- Product Design and Technology
- Visual Communication Design



SATs are designed to assess specific sets of practical skills, knowledge, and processes. They are undertaken over an extended period and are assessed according to the criteria set out in the relevant VCAA study design.

SATs contribute to the study score in Units 3 and 4 and therefore impact a student's ATAR.

To ensure authenticity, teachers will regularly monitor and authenticate student work using VCAA's Authentication Record Form which will be kept on file. Students must also be able to demonstrate that all submitted work is their own. Failure to do so may result in penalties under VCAA's assessment authentication rules.

All SATs will be submitted at 8:45am on the due date set by the teacher, communicated via Compass. No extensions will be granted.

Assessment of Units 1 and 2

Students must demonstrate achievement of the set outcomes specified in the relevant study design.

The Domain Leader, Subject Leader, and classroom teachers determine the assessment tasks and levels of achievement in accordance with VCAA guidelines each year.

Teachers determine satisfactory completion based on the student's overall performance across coursework and assessment tasks for the unit.

Assessment of Units 3 and 4

Student achievement in Units 3 and 4 is assessed through school-based assessment and external examinations. Each Unit 3–4 sequence includes three assessment components and at least one examination.

As with Units 1 and 2, students must demonstrate achievement of all outcomes as specified in the study design. The weighting of examinations varies between subjects. External assessments are reported as grades (A+ to UG) on the final Statement of Results.

Further details of assessment requirements for each subject are outlined in the relevant study design and VCE exam navigator, available on the VCAA website.

At Risk of Not Achieving Outcomes

Melbourne Girls' College is committed to supporting every student to meet the learning outcomes required for satisfactory completion of each VCE or VCE VM unit.

Consistent attendance, engagement with classwork and assessments, and timely



communication are essential to achieving success in School-Assessed Coursework (SACs), School-Assessed Tasks (SATs), and all other coursework. The college has consistent procedures for identifying, communicating, and supporting students who are at risk of not achieving a Satisfactory (S) in any Unit 1–4 study, utilising a three-step escalation process and the corresponding actions required at each stage.

Step 1: When a teacher identifies a student as not keeping up with the demands of the course, they will initiate a conversation to discuss the reasons for concern and understand the underlying factors contributing to their academic performance. An ‘Incomplete Work’ chronicle entry is used for teacher to identify students who are falling behind on their coursework and/or who are showing signs of inadequately managing their self-directed learning.

Step 2: If no improvement is observed or work submitted, the teacher will once again speak with the student, contacting their parents/carers to discuss the ongoing concern and reinforce the importance of meeting the required outcomes. They may also wish to initiate an ‘At Risk’ notification. This chronicle entry indicates a risk of failing. It is a warning regarding poor attendance, incomplete course work, unsatisfactory performance in SACs and SATs, and/or plagiarism of class or coursework or on a SAC. Similarly to the incomplete work notification, when a teacher identifies a student as ‘At Risk’ of not meeting the outcome, they will initiate a conversation to discuss the reasons for concern and understand the underlying factors contributing to their academic performance.

Step 3: The school will regularly review student performance, attendance records, and completion of outcomes to identify students at risk of not achieving the VCE. If the student continues to not meet the required outcome for an 'S' (satisfactory outcome), despite interventions and support, they will receive an 'N' (not satisfactory) for the relevant VCE unit for that subject.

This chronicle entry indicates that a student has not been able to meet an outcome through any of the opportunities offered to them, including a redemption task. Students will not receive an N for a VCE Unit if an ‘at risk’ has not previously been recorded.

The decision regarding the assignment of an 'N' will be made in consultation between the classroom teacher, SEWL and in accordance with VCAA requirements.



Escalation Process

	Notification & Communication	Process & Actions	Responsible Staff
Incomplete Work <i>Early identification of students who are falling behind or not completing required work.</i>	Teacher records an <i>Incomplete Work</i> entry on Compass. Automatic notification sent to parent/carer and Year Level Leader (YLL).	Teacher meets with student to discuss concerns and reasons for incomplete work. Teachers records areas of concern, required actions (e.g. completion of specific work, meeting attendance, additional study), and follow-up date. If there is no improvement, teacher re-engages with student and family, and informs YLL for further monitoring and discussion with SEWL regarding possible <i>At Risk</i> notification.	Classroom Teacher; YLL informed automatically.
At Risk <i>Formal warning that the student is at risk of not achieving a satisfactory result for the unit.</i> <i>Triggers may include:</i> • Attendance below 85%* • Incomplete coursework • SAC/SAT score below 40% • Academic misconduct • Inadequate self-directed learning	Teacher submits an <i>At Risk</i> entry on Compass, notifying parent/carer and YLL.	• Teacher meets with student to identify specific reasons and required actions. • Communication with parent/carer outlining concerns and expectations. • Case reviewed by YLL and SEWL for support needs. • Provide specific timeframes and targeted interventions (e.g. study sessions, mentoring, feedback). • Continued monitoring and documentation on Compass.	Classroom Teacher (initiates); YLL and SEWL (review/support).
Not Satisfactory ('N') <i>Final determination that the student has not achieved required outcomes despite prior interventions.</i>	Parent/carer notified in writing of outcome and reasons for decision.	• Decision made collaboratively by Classroom Teacher, YLL, and SEWL in line with VCAA requirements. • All evidence of support and communication documented on Compass. • Student advised of implications and next steps (e.g. repeating unit, modified pathway).	Classroom Teacher, YLL, SEWL (joint decision).



Redemptions

The SAC Redemption process provides students who are At Risk of receiving a Not Satisfactory 'N' grade with a structured opportunity to demonstrate the required knowledge and skills to achieve a Satisfactory 'S' outcome for an Area of Study in a VCE subject. This process supports equitable access to success, maintains academic integrity, and aligns with VCAA requirements to provide students with reasonable opportunities to demonstrate learning outcomes.

A student is eligible for a SAC redemption opportunity if they have either been formally identified as At Risk of receiving an N due to a lack of formative work or failure to demonstrate required outcome skills; or have achieved a SAC result below 40%.

Eligibility must be confirmed by the Subject Teacher in consultation with the Year Level Leader (YLL) or Learning Area Leader.

Each student may undertake one redemption opportunity per Area of Study, with a total of 2 per unit.

Depending on the nature of the unmet outcomes, students may be offered one or more of the following:

- Re-sitting the full SAC under supervised conditions
- Re-sitting targeted components that address the specific areas not demonstrated
- Submitting additional or revised coursework that demonstrates understanding and improvement in the Area of Study.

All redemption tasks must be different from the original SAC in context or content to preserve assessment integrity and comply with VCAA authentication and assessment security requirements. A random audit of redemption cases will be conducted each Unit to monitor fairness, compliance, and workload distribution.

Notification

When a student is identified as At Risk or receives a SAC result below 40%, the teacher must record an 'At Risk' chronicle entry on Compass, which notifies the student and parent/carers of the concern and outlines the option for redemption.

The student must confirm their intention to undertake redemption within five school days of notification. If no response is received, the teacher will follow up once and



record all communication on Compass. If the student remains unresponsive, the YLL will determine next steps.

Redemption Plan

The teacher and student will meet to develop a Redemption Plan, which must include:

- The agreed redemption option(s)
- The required tasks or outcomes
- The submission or completion deadline (normally within two school weeks of the SAC result)
- Any additional support required.

The plan must be documented using the 'At Risk' notification chronicle entry on Compass. The Redemption must be completed within the agreed timeframe.

Extensions beyond three school weeks may only be approved by the YLL in exceptional circumstances. As a guideline, redemption should be finalised within two (2) weeks after the end of the relevant Area of Study.

In the lead up to the redemption, students will be provided access to teacher feedback outlining unmet outcomes, opportunities to seek clarification, assistance, and support.

Assessing a Redeemed Outcome

Successful completion of the redemption process allows the student to receive a Satisfactory (S) for the relevant outcome, replacing the risk of an Not Satisfactory (N). The original SAC mark remains unchanged and is used for grading, ranking, and reporting purposes as the redemption task solely determines whether the student has demonstrated the required outcomes for a Satisfactory result.

Once the redemption process is complete, the S/N result must be finalised on Compass and cannot be altered. All outcomes must be reported to the YLL and recorded for VCAA compliance.

Appeals Against Unsatisfactory Unit Result

Students may appeal an unsatisfactory decision in writing within five school days of notification of the final decision. Appeals will be reviewed by the Assistant Principal – Senior Years (or delegate), who will ensure that evidence supports the decision and that due process was followed. The appeal outcome will be final.



Assessment Conduct and Integrity

Melbourne Girls' College students must adhere to all College and VCAA rules during assessments. These protocols ensure fair and consistent assessment conditions comparable to VCAA examination standards. All breaches of assessment rules, academic integrity, or authentication requirements will be investigated under the VCAA and College policies. Investigation outcomes may include resubmission, a penalty grade, or non-satisfactory completion, depending on the nature and severity of the breach.

General Rules

- Students must not take any action that gives or attempts to give themselves or another student an unfair advantage.
- Students must follow all instructions from assessment supervisors.
- Students must not communicate with other students during an assessment.
- Students must not share items such as calculators, dictionaries, bound references, or stationery.
- Response materials (used or unused) must not be removed from the assessment room.
- Students must remain seated and silent until all materials are collected and permission to leave is granted.
- Bottled water is permitted only in a clear, label-free plastic bottle and must not be placed on the desk or shared.

Electronic Devices

- Mobile phones, smartwatches, and electronic devices capable of storing, transmitting, or receiving information are prohibited during assessments.
- Any device brought into the assessment area must be surrendered immediately if directed by a supervisor.
- Breaches of this rule will be referred to the Year Level Leader, Student Engagement and Wellbeing Leader, and/or Senior Curriculum Leader for investigation.

Approved Materials

- Students may bring only basic stationery items into assessments, including pens, pencils, highlighters, erasers, sharpeners, and rulers, pencil cases must be transparent, and correction fluid/tape and loose paper are not permitted.
- For assessments allowing specific materials (e.g., bound reference, calculator), students will be notified via the SAC notification and assessment cover sheet.
- Dictionaries are only permitted only in *English*, *EAL*, *Literature*, and *Languages* written assessments. They must be printed (not electronic) and free of



annotations, highlighting, or added tabs. Dictionaries may not contain a thesaurus and must not be shared during assessments.

Reading and Writing Time Protocols

- The start of reading time, writing time, and finish time will be clearly displayed.
- Students may not write or mark their papers during reading time.
- Writing must cease immediately when instructed by the supervisor.
- Supervisors will give a five-minute warning prior to the end of writing time.

Authentication and Progress Checks

Students completing School-Assessed Tasks (SATs) must attend all scheduled authentication meetings to verify progress and originality.

All suspected breaches of authentication or misconduct will be investigated according to **VCAA and College policies**, as outlined in the *VCE and VCAL Administrative Handbook from VCAA*.

Authentication and plagiarism

Melbourne Girls' College (MGC) is committed to upholding the principles of academic integrity and authenticity in all student work.

Our processes align with the Victorian Curriculum and Assessment Authority (VCAA) authentication requirements for VCE and VCE VM studies, ensuring that all assessments reflect a student's own knowledge and skills. Our approach to authentication safeguards fairness, credibility, and compliance with VCAA conditions that permit MGC to deliver accredited VCE programs.

Academic Integrity

Any breach of authentication or plagiarism requirements will be investigated under this policy and may result in penalties or reporting to VCAA.

Students must ensure that all unacknowledged work submitted for assessment is their own. Teachers are responsible for authenticating student work completed both in and outside class.

Generative AI tools are to be used only in accordance with explicit teacher direction and VCAA guidelines.

Student Responsibilities

It is a student's responsibility to ensure that all submitted work must be their own. Any use of others' words, ideas, images, data, or AI-generated content must be acknowledged through appropriate referencing. Students must not receive undue



assistance from another person, editor, or AI system in the completion of assessed work.

It is permissible for students to incorporate ideas or material from other sources, transformed and acknowledged. They are also able to receive general feedback or advice that enables self-correction, including guidance from teachers consistent with normal classroom practice.

Students must not

- Copy another person's or AI's work
- Submit work that has been substantially edited or improved by another person
- Collaborate on an individual assessment task
- Allow another student to copy their work

Students must maintain evidence of their work's development, including drafts, plans, research notes, and progress reflections. Teachers may request this documentation at any stage to verify authenticity. Students may be required to discuss, perform, or reproduce parts of their work to demonstrate ownership and understanding. Failure to do so may result in the work being deemed unauthenticated.

Students must not submit the same or substantially similar work for assessment in more than one study, or more than once within a study, unless permitted by VCAA.

Consistent class attendance and satisfactory in-class progress are essential for authentication. Where attendance falls below 85%, the teacher may not be able to authenticate the work.

Students must sign a VCAA Authentication Record Form for each School-Assessed Coursework (SAC) or School-Assessed Task (SAT) completed wholly or partly outside class time. The declaration confirms that the work submitted is the student's own and that VCAA rules have been followed.

Use of Artificial Intelligence (AI)

Students may use AI tools for limited, transparent purposes and study, including:

- Grammar and spelling checks
- Research brainstorming
- Planning, outlining, or refining ideas
- Draft feedback when permitted by the teacher

Any AI use must be acknowledged in the bibliography or reference section.

Students must not:

- Submit AI-generated text, imagery, code, or ideas as their own
- Use AI to rewrite, translate, or improve the quality of their work
- Use AI when the assessment instructions explicitly prohibit it



- Misrepresent AI-generated content as original thought.

Teachers will design assessments that specify whether AI tools may be used and, if so, under what conditions. Where AI use is disallowed, any use of AI constitutes an authentication breach.

Teacher Responsibilities

As a college, MGC is committed to prevention through the collective approach of our VCE teaching staff:

- Explicit teaching of academic integrity, referencing, and ethical use of AI
- Structured checkpoints during assessment development
- Signed Authentication Declarations for all school-assessed tasks
- Teacher professional learning on plagiarism detection and AI literacy
- Annual review of assessment design to minimise risks of unauthentic work.

It is the classroom teacher's responsibility to establish and communicate clear conditions of assessment, including AI and collaboration expectations.

To assist in authenticating student work, teachers will actively monitor and record student progress, retain copies of drafts and evidence of authentication in line with VCAA audit requirements, suspected breaches must be via the MGC Academic Observation chronicle entry on Compass.

Managing Authentication and Plagiarism Concerns

If a teacher suspects a breach, they will discuss the concern directly with the student. In this initial investigation they will review drafts, development notes, or other supporting evidence and document the discussion and evidence using the Academic Observation chronicle on Compass. If the subject teacher is not satisfied that the work is the student's own, the teacher will refer the matter to the Senior Curriculum Leader.

The Senior Curriculum Leader will meet with the student and collect all relevant evidence (drafts, notes, teacher observations, AI or plagiarism reports, etc.) to further investigate the matter. The Senior Curriculum Leader will review the matter and evidence in consultation with the SEWL, YLL, and subject teacher. Investigations should be concluded within five school days of the initial report.

Evidence may include:

- Instructions given to students about assessment conditions
- Student's final work and drafts
- Comparison with other students' work
- Source material or AI output logs
- Teacher's authentication records and professional opinion
- Notes of all discussions and witness statements (if applicable).



Before the investigation the student and parent/carer will be informed in writing of the nature of the suspected breach, the evidence collected, the proposed or confirmed consequences, and the student's right to appeal.

Consequences

Consequences will depend on the severity, intent, and available evidence.

Breach Level	Description	Example	Possible Outcome
Minor or Unintentional	Incomplete citation, accidental omission	Poor referencing, minor AI misuse	Written warning; resubmission for S (Satisfactory) only
Moderate or Partial Plagiarism	Partial copying or AI editing without acknowledgment	Copying short sections or paraphrasing AI output	Partial acceptance of authentic work; S only result
Major and Deliberate	Full plagiarism, AI-generated or copied work	Submitting unacknowledged AI text or another student's work	Work deemed Not Assessed (NA); outcome recorded as N (Not Satisfactory); parent meeting
Severe or Repeated	Intentional deception or repeated breach	Submitting falsified or purchased work	Referral to Principal; formal report to VCAA; N for the unit

In all cases, students will be reminded of VCAA authentication rules and provided with feedback to support future integrity. All authentication forms, investigation records, correspondence, and outcomes must be retained for VCAA audit. Serious breaches affecting unit outcomes will be reported to VCAA. The Senior School Team will review authentication data each semester to ensure fairness and identify trends.

Appeals

Students may appeal an authentication decision in writing within five school days of notification of the final decision. Appeals will be reviewed by the Assistant Principal – Senior Years (or delegate), who will ensure that evidence supports the decision and that due process was followed. The appeal outcome will be final.



Absence from Assessments

Melbourne Girls' College expects all students to attend all scheduled School-Assessed Coursework (SACs) and School-Assessed Tasks (SATs). Attendance at assessments is a fundamental requirement of the VCE program and supports the principles of fairness, academic integrity, and equity for all students.

Students who are absent from an assessment must provide an approved reason with supporting documentation (e.g. a medical). Failure to provide acceptable documentation will result in an unapproved absence and the student will receive a score of zero for the assessment. Being absent from class before an assessment, signing out on the day of a task, or failing to attend an assessment while remaining at school will be considered unapproved absence unless legitimate documentation is provided.

All absences from assessments must be communicated to both the student's Classroom Teacher and VCE administrative officer.

If a student is aware of a forthcoming absence (e.g. school activity), they must notify the Classroom Teacher and Year Level Leader in advance and complete the assessment immediately upon return to school. A zero will be provided for the SAC with an absence due to a holiday being taken during the time a SAC is scheduled.

If the absence is unplanned (e.g. illness), a medical certificate must be provided to the VCE Administration officer upon the student's first day back at school. The assessment will be rescheduled for the next SAC catch up session or the earliest possible time through consultation with the Year Level Leader and classroom teacher.

Students must attend all timetabled classes on the day an assessment is scheduled (SAC, SAT submission, performance, or folio). Absence on an assessment day must be supported by a medical certificate or other approved documentation as outlined in the attendance section of this policy. Unapproved absences, including failure to attend scheduled classes on assessment or submission day, or attending classes and not the assessment may result in a zero grade or non-satisfactory completion. If a student is absent on the due date of a submission-based assessment, a medical certificate must be provided to the Year Level Leader and the student must then submit the task at their next scheduled class upon returning to school.

Students who arrive late may still be permitted to complete the task, but must report immediately to the supervising teacher. In some cases, students may be required to provide documentation for the late arrival or be rescheduled at the school's discretion.

If a student has three or more SACs scheduled in one day, they may request extra time for the final SAC, up to 10 minutes per hour. This must be arranged a week in advance through the Year Level Leader.

Extensions and Late Submissions

Melbourne Girls' College students must adhere strictly to published assessment deadlines. Students must request an extension of the Year Level Leader before the task's due date, who will only provide one in exceptional circumstances and must be



supported by appropriate documentation (e.g. a medical certificate) and communicate this to the classroom teacher. If an extension is granted, the task must be completed or submitted as soon as is practicable, a maximum of a week of the original due date. Late submission without approved extension or documentation will result in the task not being assessed and a score of zero may be recorded.

Lost, Missing, or Damaged Coursework and Assessments

If a teacher or student has lost a SAC or it has been stolen or damaged, they must complete a written statement explaining the circumstances. The statement will be signed, dated and filed at the school. The school must keep a record but is not required to report it to the VCAA. The Assistant Principal will determine an initial score for the assessment task, acting on advice from the teacher and based on their assessment records.



Special Provisions

Melbourne Girls' College (MGC) is committed to ensuring that all students have equitable access to VCE external assessments. Special provisions may be granted to ensure equitable assessment conditions for students affected by illness, personal circumstances, or other significant circumstances that affect a student's ability to access or complete an examination under standard conditions.

Applications are considered case-by-case in accordance with VCAA guidelines and College recommendations.

Students may be eligible for Special Examination Arrangements if they have a long-term or temporary disability, illness, or condition that significantly impacts their ability to access, interpret, or respond to examination questions within the set time or under normal examination conditions.

Eligibility is determined based on evidence provided by qualified professionals and documented through the school's application to the Victorian Curriculum and Assessment Authority.

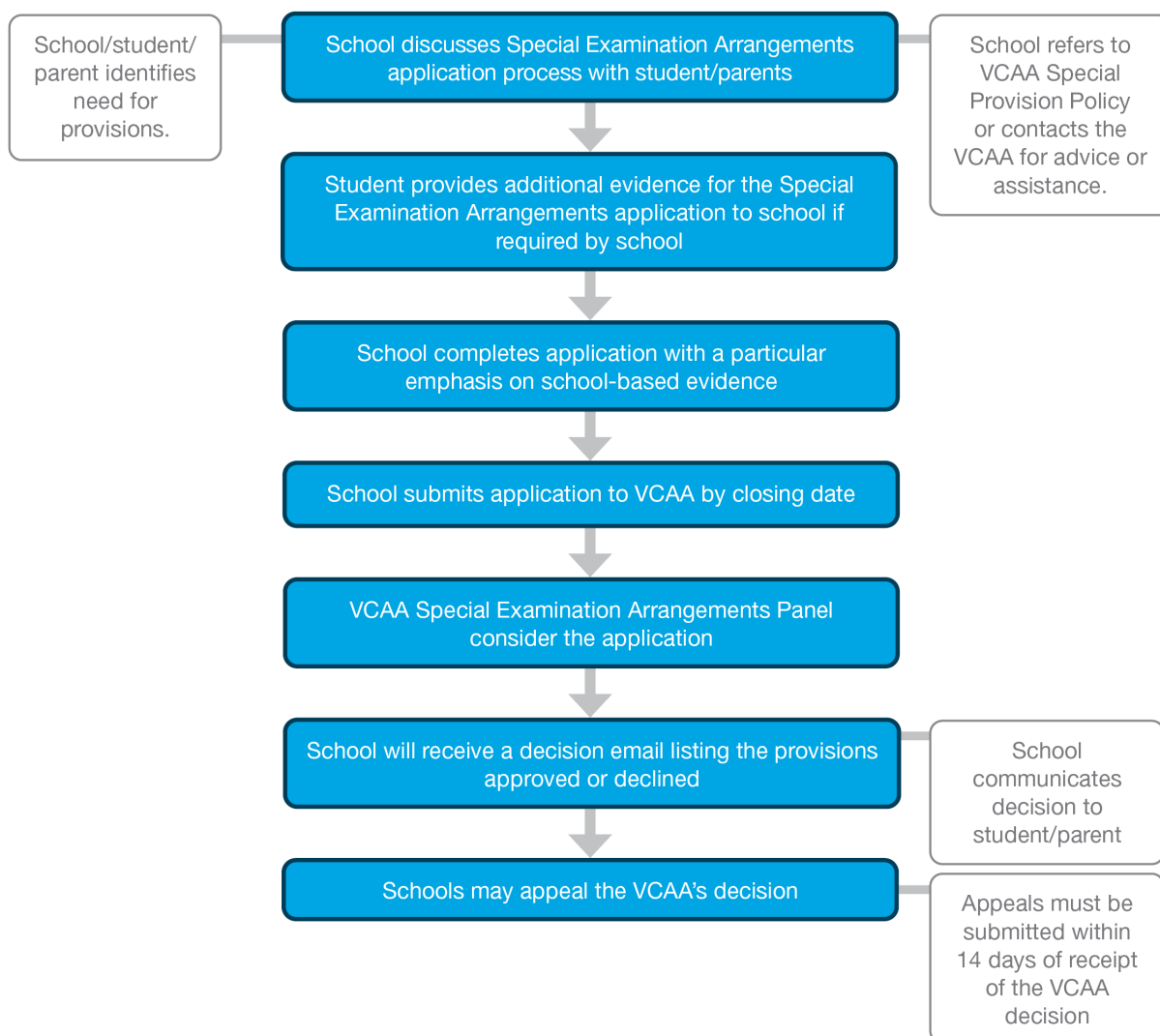
Typical circumstances that may warrant an application include, but are not limited to:

- physical disabilities
- chronic medical conditions
- specific learning disorders
- mental health conditions
- sensory impairments
- temporary injuries that affect examination performance.

Depending on the student's individual needs and evidence provided, the VCAA may approve arrangements such as additional working time, supervised rest breaks, use of assistive technology, alternative examination formats (such as enlarged print or Braille papers), or the assistance of a reader, scribe, clarifier, or interpreter.

In some circumstances, a separate examination room or alternate examination centre may also be approved. All arrangements must be authorised by the VCAA before implementation.





School Responsibilities:

Members of the VCE and Inclusion teams are responsibly supporting students through the application process, and ensuring that approved arrangements are correctly implemented.

The VCE Student Engagement and Wellbeing Leader and the Inclusion Learning Specialists, in consultation with teachers and the Student Wellbeing Team, will oversee all applications to ensure accuracy, confidentiality, and compliance with VCAA guidelines. The school will not grant or implement special examination arrangements without written approval from the VCAA.

Student Responsibilities:

Students who believe they may require support must communicate their needs to the VCE team, wellbeing, or inclusion teams as early as possible. They must provide accurate and up-to-date documentation from qualified professionals that clearly describes the nature of their condition and the functional impact on examination and assessment performance.



Students are expected to sign consent forms for their application and to comply with the conditions of their approved arrangements once granted.

Application Process

1. **Identification and Consultation:** Students who experience a disability, illness, or other circumstance that affects their ability to complete examinations should discuss their needs with the VCE, Inclusion or Student Wellbeing teams. The school may also identify students who appear to require support through teacher observations, historical adjustments, or wellbeing records.
2. **Gathering Evidence:** The student, with assistance from the school, must provide supporting documentation such as medical or psychological assessments, professional reports, and evidence of prior school-based adjustments. The evidence must clearly explain how the condition impacts examination performance.
3. **Submission to VCAA:** an allocated staff member will submit the completed application through the Special Provision Online (SPO) portal. Applications must be endorsed by the principal and include all required documentation.
4. **Notification of Outcome:** Once the VCAA decides on whether special provisions will be applied, both the school and the student will be informed in writing. The allocated staff member will then provide copies of the approval to the student, their teachers, and the relevant examination supervisors.

Implementation of Approved Arrangements

When arrangements are approved, the VCE team will ensure that examination supervisors, teaching staff, and the student fully understand the details of the provisions. This includes the amount of additional time, access to rest breaks, technology permissions, or special room allocations.

Classroom teachers and exam invigilators must strictly follow the approved conditions during the assessment. Any deviation from the approved arrangements will be reported to the Principal and, if necessary, the VCAA.

The school will review the setup of examination rooms and test any assistive technologies before the assessment to ensure smooth implementation.

Emergency Applications

If a student experiences a sudden illness, accident, or other unexpected event immediately before or during an external assessment, the school may submit an Emergency Special Examination Arrangements application to the VCAA.

In such cases, a VCE team member must contact the VCAA Special Provision team by



phone as soon as possible and follow up with the required documentation. Evidence, such as a medical certificate or professional report, must be provided promptly.

Appeals

If the school or student disagrees with the outcome of a VCAA decision, an appeal may be lodged within 14 days of receiving the notification. The appeal must clearly state the reason for the challenge and provide any new or additional evidence.

The VCAA will review the appeal and aim to provide an outcome within 21 days. A member of the VCE team will communicate the result of the appeal to the student and relevant staff.

Record Keeping

All applications, approvals, communications, and supporting evidence will be securely stored by the VCE Coordinator in accordance with privacy requirements. Details of approved arrangements will be recorded on Compass and shared only with staff directly involved in administering or supporting the student's assessments.

Provisions

Mental Health Provisions

Condition	Possible difficulties under test conditions	Possible arrangements
<i>Anxiety disorders</i>	Concentration difficulties, anxiety preventing performance in group situations	Rest breaks, permission to leave examination room, small group setting, separate room
<i>Attention-deficit and disruptive behaviour disorders</i>	Concentration and difficulty with impulse control	Rest breaks, permission to take medication, permission to leave examination room, small group setting, separate room
<i>Eating disorder (Anorexia nervosa, Bulimia nervosa)</i>	Fatigue, concentration difficulties, need to accommodate eating plans	Rest breaks, permission to bring food or drink into examination room, permission to leave examination room, small group setting, separate room
<i>Depression</i>	Concentration difficulties, difficulties remembering	Rest breaks



	and making decisions, fatigue and tiredness	
<i>Bipolar disorder</i>	Fatigue, restlessness, irritability, disorganised behaviour, difficulty with memory and concentration	Rest breaks, permission to leave examination room, small group setting, separate room
<i>Schizophrenia</i>	Memory loss, mental confusion, slowness in activity, fatigue	Rest breaks, small group setting, separate room
<i>Obsessive Compulsive Disorder</i>	Recurrent unwanted thoughts and/or repetitive behaviours	Rest breaks, permission to leave examination room, small group setting, separate room

Health Impairments or Physical Disability Provisions

Condition	Possible difficulties under test conditions	Possible arrangements
<i>Autism spectrum disorder</i>	If difficulties relate to learning, reading, writing, mathematics or problem solving, refer to appropriate provisions for Specific Learning Disorder. If they relate to the acquisition of and use of language refer to appropriate provisions for Language Disorder. Concentration difficulties	Rest breaks, small group setting, separate room, permission to leave examination room
<i>Back injury/chronic pain</i>	Pain and/or discomfort due to injury, problems with prolonged sitting	Rest breaks, permission to take medication, permission to stand and stretch (schools can provide a standing desk), permission to leave examination room



<i>Crohn's disease</i>	Pain and/or discomfort	Rest breaks, permission to leave room
<i>Chronic fatigue syndrome (for example, post-viral fatigue syndrome) myalgic encephalomyelitis</i>	Tiredness/inability to concentrate due to illness	Rest breaks, permission to take medication, permission to bring food and drink into examination room.
<i>Diabetes</i>	Need to check blood sugar levels	Permission to take food and/or drink into the examination, permission to take medication, permission to leave examination room, rest breaks
<i>Epilepsy</i>	May suffer from epileptic seizure during examinations	Permission to take medication, separate room
<i>Hand/wrist/arm/shoulder injury</i>	Difficulty writing due to pain or discomfort in the hand and/or arm, excessive fatigue in the hand	Rest breaks, extra working time, a computer or a scribe
<i>Acquired brain injuries</i>	Mental processing difficulty or slowness	Rest breaks, permission to take medication
<i>Pregnancy or early infant care</i>	In hospital for birth, breastfeeding	Rest breaks, feeding breaks, separate room, hospital supervision
<i>Muscular dystrophy, cerebral palsy, etc</i>	Muscle weakness, restrictive use of limbs, communication difficulties	Permission to stand and/or stretch, permission to take medication, separate room, extra working time, computer, assistive technology, use of a scribe/aide, alternative format examination paper

Other learning, language, or motor disorders

Condition	Possible arrangements
Impairment in reading like Dyslexia	• Extra working time • Reader



A neurodevelopmental disorder with a biological origin.

	• Use of assistive technology (e.g. text to voice software, electronic readers)
Impairment in written expression	• Extra working time • Use of a computer • Permission to use a Scribe • Use of assistive technology (e.g. voice to text software)
Impairment in mathematics like Dyscalculia	• Extra working time
<i>A neurodevelopmental disorder impacting on a student's acquisition and use of language across a range of modalities</i>	Language Disorder • Extra working time • Reader • Clarifier • Use of assistive technology (such as text to voice software, electronic reader)
<i>A Developmental Coordination Disorder possess specific motor skill deficits which can cause significant difficulties with slowness and/or inaccuracy of handwriting.</i>	Developmental Coordination Disorder • Rest breaks • Extra working time • Use of a computer • Permission to use a Scribe • Use of assistive technology, such as voice-to-text software
Stereotypic movement disorder	• Separate room • Rest breaks • Permission to use a scribe • Use of assistive technology
Tic disorders	• Separate room • Rest breaks



Hearing and/or Vision Impairment

<i>Hearing Impairment</i>	Deaf and hard of hearing	• Extra working time • Use of a clarifier • Assistive hearing technology
<i>Vision impairment</i>	Vision impairment	• Alternative format examination • Extra working time • Rest breaks • Use of a computer • Permission to use a Scribe • Permission to use a Reader • Use of assistive technology

ENROLLMENT IN VCE

List of Subjects Offered

English	Philosophy	Biology
EAL	Sociology	Chemistry
English Language	Chinese Second Language	Environmental Science
Literature	French	Physics
Health	General Maths	Psychology
Outdoor Ed	Maths Methods	Applied Computing
PE	Specialist Maths	Food Studies
Accounting	Dance	Product Design Technology
Bus Man	Drama	Art Making and Exhibiting
Economics	Music Contemporary Performance	Media
Global Politics	Music Repertoire	Visual Communication Design
Modern History 11		
History: Revolutions 12		



SUPPORTS

What do I need?	Who do I speak to?
<i>Specific information when selecting subjects</i> <i>Details on assessment tasks, coursework requirements and study designs</i> <i>Specific feedback on assessments and focus areas moving forward</i> <i>Your timetable</i> <i>Acceleration</i> <i>Pathways</i> <i>Special provisions</i>	Classroom teacher or Domain Leader Classroom teacher Classroom teacher Year Level Leader Student Engagement and Wellbeing Leader Careers Student Engagement and Wellbeing Leader, Assistant Principal Year 11/12 and the Inclusion Leader Senior VCE attendance officer VCE Curriculum Leader Careers Team Year Level Leaders Year Level Leaders and Student Engagement and Wellbeing Leader
<i>Submitting in medical certificates</i> <i>Authentication issues</i> <i>Careers and pathways</i> <i>Changing subjects</i> <i>Exiting subjects</i>	

Wellbeing

Wellbeing at school

Melbourne Girls' College prioritizes student wellbeing, recognizing its strong connection to academic performance. Completing the VCE presents challenges in time management, organization, and planning, and students may experience periods of pressure and stress. MGC provides comprehensive wellbeing support through the Student Engagement and Wellbeing Leader, Year Level Leaders, and the Wellbeing Team. The Wellbeing Team offers ongoing guidance and can facilitate referrals to on-site psychologists and external services. Students and families can also independently access external support.

Wellbeing at home

The home environment is critical for supporting a student's wellbeing. The environment in the home will allow for quiet, calm and effective study and rest. Blocking out clear times for study, complimented by family time, hobbies, and physical activity. At MGC, we encourage a whole-family approach to supporting the student with regular and open conversations about school work, as well as emotional and mental health, families can encourage students to believe in themselves and keep their goals in perspective. This, coupled with an open dialogue with the school and Year Level Leader where there are issues of concern will be helpful in aiding a student's overall sense of wellbeing, resilience, and connectedness.



Home Group and Wellbeing Program

The homegroup structure at MGC strengthens our students' sense of belonging.

Our Homegroup structure provides a designated space for students to build relationships with their peers and a consistent Homegroup Teacher. Students develop a stronger sense of belonging and connection within their homegroup, which fosters and enriches our supportive and inclusive culture.

VCE students are assigned a homegroup at the beginning of the school year and each homegroup is made up of a group of students from the same year level.

The Homegroup Teacher, takes 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.

Homegroup occurs each day after period one and before recess. It encompasses a range of activities including reflection sessions, group discussions, and opportunities to build connection. Our homegroup sessions 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 is amplified with the active involvement of our parent and carer community. We encourage our parent and carer community to engage actively with Homegroup Teachers and participate in homegroup events and meetings when they are organised throughout the year.

Wellbeing Sessions

The Melbourne Girls' College 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.

VCE students have one fortnightly rotation of Wellbeing class. All Wellbeing classes are 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 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.

Guest speakers, Respectful Relationships, Resilience Project, Elephant Ed and Consent Education, Careers, VTAC information, post school opportunities and pathways are some of the areas covered in these sessions.

