MONTEREY
SECONDARY COLLEGE

2025
Senior School
Student Handbook

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Excellence • Respect • Teamwork

Contents

Introduction

This handbook has been prepared to assist students at Monterey Secondary College in matters relating to Victorian Certificate of Education (VCE), Victorian Certificate of Education Vocational Major (VCE VM) and Victorian Pathways Certificate (VPC) studies in 2025. It also contains information about specific rules, processes and procedures that are applied in Senior School.

The Victorian Curriculum and Assessment Authority (VCAA) is responsible for the development, maintenance and implementation of the VCE, VCE VM and VPC. The information in this booklet is largely based on the VCE/VCE VM & VPC Administrative Handbooks, official publications of VCAA available online at:
https://www.vcaa.vic.edu.au/administration/vce-handbook/Pages/index.aspx.

Students enrolled at Monterey Secondary College must abide by the administrative guidelines and regulations of the VCE, VCE VM & VPC. It is the responsibility of students and their parents/guardians to be fully aware of VCAA regulations and the expectations of Monterey Secondary College relating to the VCE, VCE VM & VPC.

Parents/guardians and students should contact the relevant Senior School Leader if they have any questions relating to the rules, processes and procedures contained within this handbook.

Irene Greenwood
Senior School Assistant Principal

Positions of Responsibility

Senior School Assistant Principal	Irene Greenwood
Yr. 12 Leader & VET Leader	Susan Lonergan
Yr. 11 Leader	Catherine Mears
Careers Advisor, VET and SWL Coordinator	Amy Joseph
Senior School Administrator & VASS Coordinator	Kellie Ludwig

Key Dates for Senior School 2025

Wk.	Date	Event
1	**Tuesday 28th January**	**Term 1 Starts Staff Curriculum Day**
	Wednesday 29th January	Term 1 Starts Y7
	Thursday 30th January	Term 1 Starts Y8-12
2	Wednesday 5th February	Year 12 Career Action Plan Interviews Commence
3	Friday 14th February	Final day for Course Changes: Unit 3 & 4 including VCE VM, VPC and VET
	Friday 14th February	Final day for Course Changes: Unit 1 including VCE VM, VPC and VET
4	Thursday 20th February	Year 11 ACU Excursion
	Friday 21st February	Last day to submit Special Examination Arrangements applications for the 2025 external assessments for known, ongoing conditions
5	Monday 24th February	Swimming Carnival
6	Friday 7th March	Last day to submit Special Examination Arrangements applications for the 2025 external assessments for known, ongoing conditions.
7	Monday 10th March	Labour Day
	Thursday 13th March	Year 12 RMIT Excursion
	Friday 14th March	Final day for Year 12 Career Action Plan Interviews
8	Monday 17th March	Year 11 Career Action Plan Interviews Commence
9	Monday 24th March	School Photo Day
10	Monday 31st March	Year 12 Camp
	Tuesday 1st April	Year 12 Camp
	Wednesday 2nd April	Parent Teacher Interviews
	Thursday 3rd April	Athletics Day
	Friday 4th April	**Term 1 Ends**
Wk.	Date	Event
1	**Tuesday 22nd April**	**Term 2 Starts**
	Friday 25th April	Anzac Day
3	Wednesday 7th May	Deakin Uni Excursion Y10, Y11 and Y12
4	Wednesday 14th May	FNEP Curriculum Day
	Friday 16th May	Final Day for Year 11 Career Action Plan Interviews
6	Thursday 29th May	Y11 & Y12 Employment and Education Parent/Guardian Event (P5 - 5.30pm)
	Friday 30th May	Final Day for Course Changes: Unit 2
7	Thursday 5th June	Final Day for Unit 1 & Unit 3 Classes
	Thursday 5th June	Last Day for Unit 1 and Unit 3 Assessment including redemption
	Thursday 5th June	Exam and GAT Assembly P2 – all students enrolled in a Unit 3/4 sequence
	Friday 6th June	Report Writing Day
8	Monday 9th June	King's Birthday
	Tuesday 10th June – Friday 13th June	Year 11 Mid-Year Exams – all Scored VCE and VCE VET subjects
	Tuesday 10th June – Friday 13th June	Year 12 Mid-Year Exams - all Scored VCE and VCE VET subjects
9	Monday 16th June	Start of Unit 2 and Unit 4 (VCE, VCE VM & VPC)
	Monday 16th June	Unit 1 and Unit 3 VCE, VCE VM & VPC 'S/N' Results due
	Tuesday 17th June	GAT EXAM
	Thursday 19th June	Year 11 and Year 12 Wellbeing Day
10	Friday 27th June	Senior School Formal
11	**Friday 4h July**	**Term 2 Ends**
Wk.	Date	Event
1	**Monday 21st July**	**Term 3 Starts**
3	Monday 4th August	VTAC Assembly Period 2 (VTAC Applications, SEAS and Scholarships)
4	Monday 11th August	VTAC & Year 12 Beyond Interviews & Career Action Plan Interviews Begin
5	Thursday 21st August	Curriculum Day

9	Friday 19th September	Final Day for Unit 4 Assessment including Redemption (VCE, VCE VM and VPC
	Friday 19th September	End of Unit 4 (VCE, VCE VM and VPC)
	Friday 19th September	**Term 3 Ends**
Wk.	**Date**	**Event**
1	**Monday 6th October**	**Term 4 Starts**
	Monday 6th Oct to Friday 10th October	Year 12 Practice Exams
1-3	Monday 6th October – Wednesday 22nd October	Regular scheduled classes VCE: Unit 3 & Unit 4 Compulsory Exam Revision Regular scheduled classes VCE VM & VPC: Final classes to achieve sign off
3	TBD (Likely Tuesday 21st or Wednesday 22nd)	Yr 12 Celebration Day
	Thursday 23rd Oct	Yr. 12 VCE & VCE VM & VPC Last Official Day of School (VET classes continue)
	Friday 24th October	Yr. 12 Final Assembly and Morning Tea
4	Tuesday 28th October	Year 12 VCAA Exams Begin
5	Monday 3rd – Friday 7th November	Last week of Year 11 Classes (VCE: Exam Revision, VCE VM, VPC, VET: final sign off classes)
	Tuesday 4th November	Melbourne Cup Day
	Friday 7th November	Year 11 Last Official Day of Classes Last day for results VCE, VCE VM, VPC, VET
6	Monday 10th November – Thursday 13th November	VCE Year 11 End of Year Exams
	Monday 10th November – Thursday 13th November	VCE VM and VPC Year 11 Feedback
	Friday 14th November	Year 11 Final Assembly and Celebration Day
7-8	Monday 17th November – Friday 28th November	Yr. 11 into Yr. 12 Step-up
8	Wednesday 26th November	Yr. 12 Valedictory
11	**Friday 19th December**	**Term 4 Ends**

Introduction to Senior Studies

The VCAA (Victorian Curriculum and Assessment Authority) offers a diverse range of subjects that may contribute to a VCE, VCE VM or VPC. Most students' VCE programs consist of 20-22 units over two years. Some students study less units, but only after consultation with the Course Counsellors or relevant Team Leader.

Student Declaration

Before undertaking any VCE, VCE VM, VPC or VET studies, students must sign an agreement to abide by the VCAA regulations. This Declaration must be signed at the start of each year that a student undertakes a Senior study program.

How the VCE Works

Duration
The VCE is normally completed over two years, but there is no limit to the number of years you may take to accumulate results towards achieving a Certificate. **If you require an ATAR score you must complete the program within 3 years.**

Satisfactory Completion of the VCE
To meet the requirements of the VCE, each student must satisfy the following:
- exhibit all learning outcomes in a minimum of 16 Units (achieve an "S"), which must include:
- 3 units of English or English equivalent (ESL, Literature or Language), including a Unit 3/4 sequence
- 3 sequences of unit 3 and 4 (year 12) studies other than English

Satisfactory Completion of a Unit
To gain a pass, students must demonstrate an understanding of each stipulated Learning Outcome in the unit by completing designated School Assessed Coursework. One Learning Outcome not met satisfactorily will create an "N" for the Unit, irrespective of performance on the other outcomes.

Course theory and practice is provided as part of the ordinary activities in class; however, students are expected to commit to substantial homework requirements in order to successfully negotiate courses of study undertaken in each unit. The class teacher is the sole proponent who determines whether a student has demonstrated a Learning Outcome. Students must satisfy set standards to pass a unit.

A student who fails to reach a satisfactory level on a SAC or SAT will have an opportunity to re-sit the test or task, or complete another activity as set by the teacher to meet the outcome requirements. Teachers will try to be flexible and negotiate these alternative activities and try to make them as student friendly as possible without reducing the difficulty of the task. The mark from the initial SAC or SAT is the one that will stand, as students are only attempting to gain an S for the Outcome in their second effort. The timing of the resit can be negotiated between staff and the student at the teacher's discretion, (normally on specified after school sessions) but **it must be within two weeks of the initial Task**. A SAC or SAT can be re- attempted twice, although in special circumstances this may be negotiated. Teachers will have notified parents/guardians when a student has not completed a SAC or redemption to a satisfactory standard.

VCE Program and Assessment

Year 11 VCE program
Typically, a student will complete 5 subjects in Year 11. Some students elect to do a Year 12 subject as one of the 5.

Unit 1/2 Assessment
The VCE is a dual level certificate (year 11 & 12) where students must achieve to a satisfactory level ("S").
Work requirements are additional tasks that teachers require students to undertake to exhibit an understanding of a Learning Outcome, and these may or may not be graded.

Year 12 VCE program
Year 12 students will usually undertake 5 subjects in Year 12.

SACs and SATs – Unit 3/4 Assessment
Unit 3/4 studies have at least 50% of their assessment based on exams except for Folio/Performing/Language. The other 50% is based on assessed coursework (SACs) or tasks (SATs). Teachers select from the range of options for these as per the Study Design. Students will be clearly informed of the tasks they are required to undertake for each SAC or SAT by their classroom teacher.

What do S, N, and NA mean?
School Assessed Tasks/Coursework and work requirements use these codes to indicate the level of achievement to students on work submitted:
- Work or tests are marked according to a criteria sheet and a mark will be allocated according to how many marks are available for the task. Satisfactory completion will result in an "S"
- If not submitted by the due date, the item receives an "NA", or Not Assessed.
- Work designated "UG" requires further work for a student to meet an outcome.
- Students do not always have to pass the end of Unit exam to gain an "S", although this may be used on occasion by staff to allow a further opportunity to meet an outcome.

To Summarise:
S = Outcomes Exhibited   **N=** Outcome not exhibited, & Unit Failure
NA = work not submitted on time   **UG=** work on time but of an unsatisfactory standard.

Both NA and UG will result in an N, unless redeemed by the student

Application to Reschedule

The application to reschedule notice is used when students miss the scheduled SAC.
A student may apply for an extension of time at the school level to complete assessment tasks, SACs or SATs by using the **Application to Reschedule an Assessment Task form under special provision guidelines.** An extension will only be granted on the basis of a medical certificate or other convincing evidence of good reason, such as a death in the family, a family crisis, or having to represent the school or alternative body at an event (must be approved by the school). Reasons such as general medical appointments, license tests etc., are not valid reasons. Wherever possible the extension request should be made **prior** to the due date.

Process when appropriate documentation is provided by student

- If a student knows in advance that they are going to miss a SAC (i.e. due to a specialist appointment, VET etc.), the student is to collect an 'application to reschedule' notice from the Senior Sub School office and apply to reschedule their SAC **prior** to the SAC day. **No penalties apply if they provide a medical certificate or other official documentation**.
- If a student is unexpectedly sick on the day of the SAC, the student is to collect an 'application to reschedule' notice from the Senior Sub School office and apply to reschedule their SAC **when they return to school**. **No penalties apply if they provide a medical certificate or other official documentation**.

Process when no appropriate documentation is provided by student

- If a student misses a SAC, without acceptable documentation (i.e. medical certificate), the student will receive an N for the SAC. The student will need to apply for redemption. This is to achieve an 'S' for the outcome, however, **the student will receive a 0 for the SAC. This is particularly important in Unit 3/4 studies as the score contributes to your Study Score and ATAR and a 0 will have a detrimental effect on both.**

Please note: All students must hand in their required coursework **48 hours prior** to the SAC. If the student is absent and therefore does not hand in their coursework by the deadline, they must provide a **medical certificate or other official documentation** and submit their coursework on the day they return to school, otherwise they may risk receiving a 0 for the SAC, or N for the outcome. This will depend on the outcome of the review meeting with Year Level Leader.

VCE Redemption Process – Failed Outcome Notice

All students are required to hand in their coursework at least **48 hours prior to a SAC**. Successfully completed coursework should award a student an "S" before they even sit the SAC. The SAC will then give the level of achievement (score) and the ranking.

If a student fails to demonstrate outcomes on both the coursework and the SAC, the following steps will apply:

1. **First opportunity – redemption (different task to original SAC)**
    - Students are issued with a Failed Outcome Notice -Appendix 2
    - Parents/guardians are notified (at least 3 days prior to redemption*).
    - Students seek assistance and clarification from subject teacher about areas for improvement

"S" is given if the student is able to demonstrate outcomes – "N" if the student cannot demonstrate the outcomes.

2. Second opportunity – redemption (different task to original SAC and redemption)
If first redemption result is "N", the above process is repeated to allow further opportunity to pass.

Any students who receive an "N" at this stage are no longer eligible for redemption and will receive an N for the outcome, and therefore the unit. Please speak to your YLL for further advice at this point.

Please note: redemption will not improve your original score.
* At the end of each unit, notification to parents/guardians may be less than 3 days due to the VCAA deadline for results

Students Who Fail an Outcome and Therefore the Unit

If a Unit 1 or 2 student has failed an outcome (and therefore the unit) they are to remain in class.
The Year Level Leader & AP will chat to the relevant student and determine what their plans are in regards to that particular subject. If they are planning to continue in Unit 2 or 3 they would be best advised to continue with their classwork (however they would not be assessed).

If a Unit 3 or 4 student has failed an outcome (and therefore the unit) they will drop the subject and have study sessions where they will work on their remaining 4 subjects.

Failing a unit can impact on eligibility to achieve a VCE Certificate and/or impact on number of studies available for ATAR calculations.

VCE Redemption Process – Failed Outcome Notice
All students are required to hand in their coursework at least 48 hours prior to a SAC.
Teachers to enter a '48 hour SAC warning' chronicle for any students with inadequate coursework.

Has the coursework demonstrated an authenticated S?

Yes

Student will sit the SAC and receive an S regardless of the SAC outcome

No

Student will sit the SAC. Were the outcomes (KS, KK) demonstrated? (50% guideline)

Yes

Student receives an S but a parent meeting is arranged by YLL to discuss work ethic and pathways.

No

First redemption
Many modes possible
Only missing KK/KS need to be re-assessed.
Were the outcomes demonstrated?

Yes

Student receives an S but with the original SAC score. Parent/Guardian notified and made aware of coursework importance

No

Second redemption
Many modes possible
Only missing KK/KS need to be re-assessed.
Were the outcomes demonstrated?

Yes

Student receives an S but with the original SAC score. Parent/guardian notified and made aware of coursework importance

No

'N'
"N" will be given for the outcome & subsequent unit. Please check with YLL for further advice.

In summary, high-quality coursework is the "insurance policy" for a student. They can achieve their S before sitting their SAC – the SAC is then just to see what level of achievement they can attain. Levels of achievement are important as indicators of ranking and your Study Score. The teacher will clearly communicate this to students and will also provide plenty of opportunities for a student to demonstrate key skills and key knowledge throughout the unit of work.

VCE Extensions

A student may apply for an extension of time at the school level to complete assessment tasks, SACs or SATs by using the **Application to Reschedule an Assessment Task form under special provision guidelines (Appendix 3).** An extension will only be granted on the basis of a medical certificate or other convincing evidence of good reason, such as a death in the family, a family crisis, or having to represent the school or alternative body at an event. Wherever possible the extension request should be made **prior** to the due date.

VCE Exam Dates

Unit 1 and 2 Exam Period
At Monterey Secondary College, the policy is to have assessment tasks that reflect what is required at Unit 3/4, to provide the best possible learning preparation for the following year. The assessment tasks during semester are used to allow students to exhibit Learning Outcomes, while formal exams in June and November complete the preparation.

Year 11 Exams:
Mid-Year: **Tuesday 10th June – Friday 13th June**
End of Year: **Monday 10th November – Thursday 13th November**

During the exam period no formal classes will operate. Attendance at exams is compulsory for all students. These exams are important and are a student's best guide to their likely performance in Year 12.

Exam Dates, June and November, Units 3 and 4
Examination Timetable's will be provided as soon as they are finalised.

Year 12 Exam periods:
Mid-Year: **Tuesday 10th June – Friday 13th June 2025**
VCAA GAT: **Tuesday 17th June 2025**
Final Practice Exams: **Monday 6th Oct to Friday 10th October 2025**
VCAA Performance/Language: **Monday 6th October 2025 – Sunday 2nd November 2025**
VCAA Languages (CCAFL):   **Thursday 16th October 2025**
VCAA End of Year: **Tuesday 28th October 2025 – Wednesday 19th November 2025**

VCE Due Dates – Policy for 2025

If a student does not meet a due date for a deadline and has not been granted an extension, he or she may be required to attend a Panel interview to decide the consequences. This applies to both SAC and SAT components. All other work will receive an "NA" and need to be redeemed to pass.

If a student has an approved absence for a SAC or SAT, they will need to complete and **Application to Reschedule an Assessment Task (Appendix 3),** and have it signed by the Year Level Leader. The class teacher will decide when the task or a replacement task will be completed. If the absence was not approved, then the student scores zero for the task but will be granted a further opportunity to demonstrate the learning outcome as discussed under the **"Assessment"** section of this handbook.

VCE Presentation of SATs

Applies to Units 3 & 4 Design and Technology, Media, Studio Arts and Visual Communication.

Students will be provided with a clear outline of requirements for each SAT, together with progressive dates. You must maintain the timeline required, and exhibit your work a minimum of three times to your teacher during the development of the SAT.

Presentation of SATs (Student Instructions):

- Put your official VCAA candidate number on the top of the right hand corner of every page of the SAT
- Clearly number each page
- Write the word length at the end if applicable
- Attach the ID sheet provided by your teacher on the front of the SAT (VASS identification Sheet)
- Provide an entire photocopy of the SAT with the original, and keep another copy for yourself
- Place the completed SAT in a clear plastic envelope for protection
- Place the copy and your draft in a separate plastic envelope
- Ensure that the SAT is *entirely legible,* if handwritten
- It may be wiser to write on every second line or word process the SAT under the teacher's directions. Only write on one side of each page, to ensure ease of reading.

VCE Student Study Information

The Keys to Successful Study

Successful students have successful study habits. They may not all score an ATAR of 99, but they do not spend the rest of their life saying "I wish I worked harder" …Similarly, successful students often have a balanced social life to temper their study habits – studying effectively is as much about the balance as about the hours involved.

The "Keys" include…

- Organising yourself
- A consistent work pattern and planning
- A determination to succeed
- A commitment to do your best
- Establishing clear personal goals for yourself
- Attendance at every opportunity
- Managing your time
- Understanding how you learn

Homework versus Home Study

Homework is completing outstanding work, and far too many students think that that is all that's required at VCE level. **Not even close!** While for many this may be sufficient at junior levels, during VCE you will need to study your work, to keep abreast of each subject and to consolidate your understanding in it. This may involve rereading notes, quizzing with a friend, completing extra questions, summarising and writing class work out in a format you find easier to understand etc. The options for home study are only limited by your imagination.

You should spend approximately 2hrs a week for each Unit 1/2 study, and around 3hrs a week for each Unit 3/4 Unit in homework and home study combined. For most students, this means 10 hours a week in Year 11 and 15 hours a week in Year 12.

Taking Responsibility for Your Own Learning

It's an attitude thing – do you want to be your own boss, and take responsibility for yourself? Most students would say yes to that. Then don't wait to be told what to learn, or how to learn it – look for opportunities in class to absorb all the information in your preferred way and ignore the others that are into distractions. A teacher's role is to assist students to learn, not to force them, so use them to help you. **Remember – you're in charge of your learning, so take and keep, control.**

How do you learn?

Understanding how you learn gives you a better insight into more effective learning. Remember how you learned to ride a bike? You should recognise the following steps. Try to consciously include them into your study program.

- Identifying the need to learn
- Intending to learn
- Gathering resources
- Forming ideas
- Trialling ideas
- Reflecting on outcomes

- Repeating steps (i.e., Practising)

Additionally, people learn in different ways. Some like to use concept maps, other tables, a few colour codes, some like to associate things with other ideas or words they understand, a number of people learn emotionally (through involvement) – try to figure out which is the preferred method for you to learn most effectively, and then use it.

VCE VM Certificate

What is the VCE VM?
The Victorian Certificate of Education - Vocational Major is an applied learning option for students in Years 11 and 12.

Like the VCE, the VCE VM is a recognized senior secondary qualification. Unlike the VCE, which is widely used by students as a pathway to university, the VCE VM focuses on an applied learning approach. Students who do the VCE VM are more likely to be interested in going on to further education at TAFE, doing an apprenticeship, or getting a job after completing Year 12.

What is Applied Learning?
Applied learning involves students engaging in authentic and motivating learning experiences. It is a method of learning where theoretical information comes to life for students when in a real-world context that relates directly to their own future, is within their own control and is within an environment where they feel safe and respected. Students' knowledge grows and expands as they take action to learn, reflect on that action and plan how to do it better next time.

What are the Aims of the VCE VM certificate?

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.

What Must Students do to receive a VCE VM Certificate?

A student's VCE VM learning program must include:
- Minimum 16 Units total
- 8 Units at Unit 3-4 level (must have 4 unit 3/4 sequences)
- 3 Literacy or VCE English Units (including a 3-4 sequence)
- 2 Numeracy or VCE Mathematics Units
- 2 Personal Development Skills Units
- 2 Work Related Skills Units
- 2 VET credits at Cert II or above (equating to 180 hours minimum)

A student is awarded a certificate when they gain credits for 16 units that fulfil the minimum requirements for their learning program. A credit is gained for successful completion of a unit of study.

VCE VM Assessment

Students are assessed against learning outcomes in each of the four strands. All strands must be satisfactorily completed to successfully obtain a VCE VM certificate. Each VCE VM unit of study has specified learning outcomes. The VCE VM studies are standards-based. All assessments for the achievement of learning outcomes, and therefore the units, are school-based and assessed through a range of learning activities and tasks. Unlike other VCE studies there are no external assessments of VCE VM Unit 3–4 sequences, and VCE VM studies do not receive a study score. All units in the VCE VM program are assessed by students' teachers and the Registered Training Organisation (RTO) where they complete their VET studies.

To successfully complete the VCEVM Certificate, students must:
- Enrol in a minimum of 16 VCE VM/VCE General units for each of the 4 streams: *Literacy and Numeracy Skills; VET, Work-Related Skills; Personal Development Skills*
- Achieve a Satisfactory for all units
- Be enrolled in a VET subject
- Undertake Structured Workplace Learning
- Attend and participate in all VCE VM/VCE classes (90% attendance requirement)
- Maintain a folio of evidence of their work

The Victorian Pathways Certificate (VPC)

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

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

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

To be eligible to receive the VPC, students must satisfactorily complete a minimum of 12 units, including:
- at least two units of VPC Literacy (or units from the VCE English group including VCE Vocational Major Literacy)
- at least two units of VPC Numeracy (or units from the VCE Mathematics group including VCE Vocational Major Numeracy)
- at least two VPC Personal Development Skills units
- at least two VPC Work Related Skills units.

Entry into the program:
The program is select entry and is identified through the use of data, feedback from leaders and the course counselling process.

Assessment of VPC studies

Each VPC unit of study has modules with specified learning goals. A VPC unit can only be satisfactorily completed once all modules within that unit have been completed. The VPC studies are standards-based. All assessments for the achievement of learning goals are school-based and assessed through a range of assessment activities and tasks. Schools will report a student's result for each module to the VCAA as S (Satisfactory) or N (Not Yet Complete). There are no external assessments of VPC studies. VPC studies do not contribute to the ATAR

VPC certification

Upon successful completion of the VPC, students receive a certificate and a Statement of Results.
Successful completion of VET units of competency is recognised by additional statements of attainment or certificates provided by the Registered Training Organisation.

VCE VM & VPC Assessment Keys Explained

Competent
- S - Satisfactory

The Learning Outcome was completed satisfactorily. The student has met the requirements of each element demonstrating a sound understanding of the key knowledge/skills required for the unit.

Not Yet Competent:
- NS - Not yet satisfactory

The learning outcome was not completed satisfactorily. Not all Elements of the key knowledge/skills were completed to the required standard for the unit. Evidence must be re-submitted.

Not Yet Assessed:
- NA

Learning and assessment for this outcome has not yet started.

VCE VM & VPC – Satisfactory Completion

To gain an S in a Unit 1-4 VCE VM unit or a VPC unit, students must demonstrate the stipulated Learning Outcomes via assigned learning and assessment tasks.

VCE VM and VPC

A student who fails to reach a satisfactory standard on learning and assessment tasks or who fails to submit a task to the required deadline will have an opportunity via the VCE VM & VPC Redemption Process to re-submit/complete the task, or complete another activity as set by the teacher to gain the outcome.

- Redemption sessions will run 3 times per term in weeks 3, 6 and 9
- Redemption will run after school from 3:15pm to 4:15pm on a Thursday
- Redemption will be supervised by year level leaders
- Leaders will notify parents/guardians via Compass Chronicle of non-attendance at Redemption

If any Outcome is not completed satisfactorily by a student, then the result for that Outcome and the Unit will be an 'N'. ***VCAA advises that the teacher should retain copies of work that is deemed unsatisfactory in case of appeal.**

VCE VM & VPC Redemption Process

A student who fails to reach a satisfactory standard on learning and assessment tasks or who fails to submit a task to the required deadline will be required to attend Redemption and the following steps will be followed:

Step 1 (At least 3 days prior to a Redemption Session)

- Teacher makes contact with home to get permission for student to attend next scheduled Redemption Session
- Teacher creates Compass Chronicle entry 'VCE VM Redemption Notice' or 'VPC Redemption Notice'
    - This will assign the student to the next redemption session (week 3, week 6 or week 9)
    - A roll will be created with assigned students
    - Teacher must note in the chronicle what tasks the students has missed or failed to reach a satisfactory standard in

Step 2 (During Redemption Session)
- Leaders will notify parents/guardians via Compass Chronicle of non-attendance at Redemption

Step 3
- If student completes all required work and is up to date by next redemption session then no further follow up is required
- If student is still not up to date with work prior to next redemption session then teacher will begin Step 1 again

Next Steps for students repeatedly on Redemption
- If a student is required to attend redemption for two consecutive sessions for the same subject and is still not up to date with learning and assessment tasks OR is still not completing tasks to a satisfactory standard then an At Risk Parent/Guardian Meeting will be held.

- If any Outcome delivered in a school term is not completed satisfactorily by a student by the end of that term, then the result for that Outcome and therefore the Unit will be an 'N'.

Receiving an N in any unit will place the student at risk of not meeting the unit requirements for the VCE VM or VPC Certificate.

Structured Work Placement

- Structured Work Placement is an essential part of Vocational Education and Training (VET). Young people who are completing a VET program need to practise their skills to complete their qualification. For some VET programs a Structured Work Placement is compulsory.
- It is a requirement of the VCE VM & highly recommended in VPC that students have a Structured Work Placement organised for one day a week during each school term (applies to students who have a scheduled work placement day in their timetable). Ideally they should complete a maximum of 40 days in one year. Students will also be required to maintain a signed log book/journal officially logging their work placement hours. This will contribute to their final assessment.
- It is a legal requirement that students undertaking Structured Workplace Learning as part of a VET program within VCE or VCE VM & VPC **must** be undertaking or have completed the OH&S training unit of competency within the VET program.
- All Structured Workplace Learning **should** be in the same industry as the VET program. Structured Workplace Learning hours must be between 8:30am and 9:00pm with a minimum payment of $5.00
- Where a student is undertaking Structured Workplace Learning which is not part of a VET program or Structured Work Placement which is not related to their VET program within VCE VM & VPC, the student must complete Work Related Skills Unit 1 Safe @ Work assessments (General & Specific) – to be updated every 12 months

- All Building and Construction/Construction placements e.g. Plumbing students must complete Construction Work Safe Card (White Card) prior to attending any building site

Vocational Education and Training (VET)

VET or Vocational Education and Training studies are now an expanding, integral part of a broad stream VCE. VET training courses are module based, and students work through the modules of competence at their own pace.

Each module must be signed off by your assessor once the student can exhibit competence with the skills involved in the module. Students will get a statement each semester indicating the modules achieved. When the amounts of modules are completed sufficiently, the VCAA will credit the student with a VCE Unit. Whatever modules are completed will be awarded to the student and are nationally recognised. These may in the future provide credit to further studies at TAFE level.

VET scores provide a credit towards a student's ATAR either by accruing an additional 10%, or by being graded themselves and becoming part of the normal ATAR calculation.

Normal school policies apply to VET students as far as attendance; expectations of adherence to school rules, authentication and enrolment are concerned. Some VET courses are scored and at 3 & 4 level student can elect to sit an exam which contributes to an ATAR score. All students who wish to sit the end of year VET exam must also sit the GAT mid-year exam.

- VET is a compulsory part of the VCE VM and optional at VPC.
- Most students, who focus on one VET certificate, will complete the certificate at either level 2 or 3.
- Every 90 hours of completed VET units, will contribute 1 credit towards the VCE VM & VPC. On average, most students acquire 2 credits within one year.
- All providers will report attendance to the school. Any concerns will be followed up with parent/guardian contact by the school's VET coordinator.
- VET reports will be sent either to the student's home address and/or the school. Students will receive a mid-year and end of year report.

Successful completion of VET in the VCE, VCE VM, VPC or VCAL can provide students with:
- a VCE (including the VM), a VPC or VCAL certificate issued by the VCAA, and a VET certificate issued by a registered training organisation (RTO)
- two statements of results issued by the VCAA giving details of units completed in the VCE, VCE VM, VPC or VCAL and UoCs completed in the VET qualification
- an enhanced ATAR (VCE only), which can improve access to further education
- pathways into employment and/or further VET qualifications or training
- workplace experience gained through structured workplace learning.

The following policies apply to VET credit towards the VCE, including the VM:
- Students can accrue VCE credit achieved through multiple VET qualifications at Certificate II level or above, up to a maximum of 180 nominal hours of completed units of competency (UoCs). This will give students two VCE units towards the VCE / VCE VM.
- Students who complete 180 nominal hours of UoCs in a certificate II or above, then move into another certificate III or above in the same industry* will accrue VCE credit at Unit 3–4 level for the next 180 nominal hours of completed UoCs.
- Students who complete 180 nominal hours of UoCs in a certificate II or above, receiving VCE Units 1 and 2 credit, and then enrol in an approved apprenticeship or traineeship will accumulate VCE credit from the apprenticeship/traineeship in the following order: Units 3, 4, 1, 2, 3, 4.

Students will gain VET credit into the VPC in the following way:

- 90 nominal hours-worth of completed UoCs from a certificate I qualification or above will provide one credit towards the VPC.
- Students can accrue credit across multiple VET qualifications, up to a maximum of 180 hours. This will give students two units towards the VPC

VET Redemption Process

A student who fails to reach a satisfactory standard on an assessment task or does not attend their VET course for an assessment or observation, will be required to follow the same redemption process as outlined above for VCE-VM. The chronicle entry will be called 'VET Redemption Notice'.

Students who receive an 'N' in a unit of competency will not achieve a full qualification from their VET studies. All students must achieve at least one VET credit from their elective. Receiving an N in any unit will place the student at risk of not meeting the unit requirements for the VCE VM or VPC Certificate.

VET Absences

Students undertaking full certificates at Monterey or externally are to notify their Trainer by email prior to any missed session. Attendance policy outlined below also applies to VET courses delivered at Monterey Secondary College.

Year 11 and Year 12 Privileges

Study Hall
The study hall in the Senior Building is available for year 11 and year 12 students before school, after school, during recess and lunch, and during study periods. This is a quiet study area. During study periods, students are permitted to use the coffee/tea station and other facilities that are available.

Expectations:
- Area to be kept clean
- Students are working quietly and productively
- Students are to be working independently on their own work/study
- No phones are permitted
- If a student has study periods, they are expected to attend study hall. Attendance is compulsory. Study hall will be supervised (and monitored by the Year Level Leaders and the Senior School Assistant Principal). Students are not permitted to arrive late or leave early regardless of when the study period occurs.

Students who are not working, disrupting others and/or refusing to follow instructions of supervising teacher will be banned from using the study hall.

Final Day for Course Changes – (VCE, VCE VM, VPC)

- Final date for Unit 3 & 4 including VCE, VCE VM, VET & VPC course changes is **Friday 14th February**
- Final date for Unit 1 course changes is **Friday 14th February**
- Final date for Unit 2 course changes is **Friday 30th May**

Students wanting to change their subjects, must see their year level leaders and complete the *Course Change Application form* **before** the final dates above, please find this form at the end of this handbook.
Students will not be permitted to change their subjects after this date.
Changes are subject to availability and cannot be guaranteed.

Attendance – (VCE, VCE VM, VPC)

Senior school students are expected to:
- Attend all timetabled classes, excursions, assemblies etc.
- Be punctual to all classes
- Have 90% attendance for each semester

If a student has less than 90% attendance for each subject, a panel will be convened to determine whether this constitutes a fail.

All absences need be approved by the College as there is a VCAA requirement of attendance for teachers to validate student work. The following absences will be approved and not be considered as part of the 90% attendance requirement:
- Illness - a medical certificate is required for this absence to be approved
- Bereavement – A parent/guardian note will be accepted
- Other Educational Activity (e.g. if you are on an excursion for a distance education unit/ excursion/ sitting an exam etc.) – you must notify your Year Level Leader
- Other – if there are other valid reasons, these will need to be discussed with your Year Level Leader before the absence (if possible) or as soon as possible.

Family holidays, part time work, license tests and other similar reasons for absence are not acceptable.

Students/Parent/Guardians are required to attend a compulsory meeting for known absences of greater than 3 days with their Year Level Leader and complete a leave application form and an absence learning plan.

Absence for School Assessed Coursework requires a student to complete an **"Application to Reschedule an Assessment Task"** form and submit this to the relevant Year Level Leader. The Year Level Leader will notify both the student and teacher of the outcome of the application **within two days** of the receipt of the application.

Once students have 3 unexplained absences in a study course, teachers will notify the sub-school in writing, and tell the student of the gravity of the situation. A Senior Sub-School Advisory Panel may be constituted to call the student forward to explain the absences and to receive a formal warning of the consequences of further unapproved absences.

Experience shows that one of the first indicators of a student being at risk is when he/she starts missing class. Address it early – don't start a bad attendance habit, which may easily spiral out of control.

Special Provision – (VCE, VCE VM, VPC)

The revised special provision guidelines now incorporate those conditions outlined in the old consideration of disadvantage guidelines. These guidelines are designed to allow students who have experienced hardship the opportunity to demonstrate the knowledge they have gained through their courses of study in each unit of work they have undertaken.

There are four forms of provision:
- Curriculum Delivery and Student Programs
- School based Assessment
- Special Examination Arrangements – students sitting VCE external exams and GAT
- Derived Exam Scores -students sitting VCE external exams

In each case, there are special eligibility requirements that apply. For the first two, the school determines what is suitable, while the school applies to the VCAA for the second two.

Grounds for claiming Special Provision include:
- Significantly adversely affected by illness (physical or psychological), personal environment or other serious cause
- Disadvantaged by a disability or impairment, including a learning disability and hearing impairment
- Coming from a non-English speaking background

For school-based assessment, special provision strategies used to enable students to address their issues can include:
- Allowing the student to complete tasks at a later date.
- Allowing the student extra time
- Setting a substitute task of the same type
- Replacing one task with a task of a different kind
- Using another planned task to assess more outcomes or aspects of outcomes than originally intended
- Using technology, aides or other special arrangements to undertake assessment tasks
- Deriving a score from other assessments or tasks completed by the student (when none of the above options are feasible)

For VCAA exams, the time and task cannot be altered. Extra time, the provision of appropriate technology or a scribe are possible in specific cases. It is not easily granted and requires you to provide documentation from an appropriate professional detailing why you should be granted special provision.

Derived exam scores only apply if a condition has suddenly occurred which interferes with your exam result. It will not be granted for long term conditions. It also requires professional input.

If you feel you deserve the considerations of Special Provision, a Special Provision application form needs to be completed. Only a Year Level Leader or Assistant Principal can complete and submit this form. Students will need to speak to their Year Level Leader about their eligibility.

This is particularly important for students completing Unit 3/4 studies, as Special Examination Arrangements can be requested for these students. It is important to note that applications need to be submitted quickly as due dates are strictly administered by the VCAA.

School based applications for all coursework and Unit 1/2 exams will be dealt with by the Senior Sub-School Team, and once granted a student's teachers will then be notified of the strategies, they may wish to take to provide consideration. External applications for Special Examination Conditions and Derived Scores will be completed by the student with the assistance of the Senior Sub-School Team, and then relayed to the VCAA.

The GAT Exam – all VCE and VCE VM students enrolled in a Unit 3/4 sequence

The GAT (General Achievement Test) – Tuesday 17th June 2025
The GAT is a test undertaken by all students completing any Unit 3/4 Studies even if the student is unscored. It is used as a checking tool in the statistical moderation of SACs, and in the generation of ATAR scores with indicative grades and class result profiles under Special Provision if students suffer illness or accident and can't complete exams effectively. Additionally, it is used to select classes of SAT results that are outside the expected performance levels for review. Hence, it is in all students' best interests to complete this test to best of their abilities, as it may well affect themselves and all students in their class if they don't. **The GAT result may be used in the middle band selection process to some universities.**

Policies and Procedures – VCE, VCE VM and VPC

Possible Breach of Authentication

SACs and SATs are subject to VCAA authentication requirements – students must submit only their own work and acknowledge other influences in their work appropriately. **Please note that the onus of proof here is on the student** – they are required to supply drafts and evidence of background work in the event of an appeal.

The College Community will be notified of these rules by:
- Staff will be alerted by staff meetings and their handbook.
- Students will be alerted via this handbook, through other publications, and at year level assemblies.
- The wider school community will be informed through this handbook and at VCE Information sessions.

The VCAA authentication rules for school-based assessment state that a student must:

- make sure that all work submitted for assessment is their own
- not plagiarise
- not cheat
- acknowledge all resources used, including
- texts, websites and other source material
- the name and status of any person or source who provided assistance and the type of assistance provided
- not receive undue assistance from another person, including their teacher, or source in the preparation and submission of work
- not submit the same piece of work for assessment in more than one study, or more than once within a study
- not circulate or publish a piece of work that is being submitted for assessment in a study in the academic year of enrolment
- not knowingly assist another student in a breach of rules.

Acceptable levels of assistance include:

- incorporating ideas or material derived from other sources (for example, by reading, viewing or note-taking) but which have been transformed by the student and used in a new context
- prompting and general advice from another person or source, which leads to refinements or self-correction or both.

Unacceptable forms of assistance include:

- use of or copying another person's work, including their teacher's work, another source's work or other resources without acknowledgement
- use of or copying sample answers provided by their teacher, another person or another source
- corrections or improvements made or dictated by another person, including their teacher.

Where a teacher is not satisfied that work submitted is the student's own, they will complete a pro forma: **Notification of Potential Breach of Authentication (Appendix 4) and** submit it with their evidence to the relevant Year Level Leader or Assistant Principal (Senior School). This should occur within 2 days of submission. The Year Level Leader or Assistant Principal will ensure that the process for breaches of authentication strictly adhere to guidelines outlined in the VCAA Administrative Handbook and will keep the teacher and student informed at each stage of the said process.

The stages are as follows:
- Notification made to Year Level Leader or Assistant Principal
- Potential breach investigated
- If necessary, a notification of a formal interview with a Principal elected panel will be convened if there is sufficient reason to believe that a breach may have occurred.

- Where it is determined that a breach has occurred, the Principal (or nominee) will inform the student in writing of the penalty imposed and the provisions for appeal. Notification should be made within 14 days of the initial interview. The Principal (or nominee) will inform the VCAA of the breach according to their requirements. Students may then appeal and will need to approach the Year Level Leadder if this is their desire.

Sanctions that can come from Breaching Authentication range from repeating a task, to dismissal from all VCE/VPC programs. This depends on the nature of the offence, and the issue is treated extremely seriously by the VCAA.

Plagiarism/ Copying

In line with breaching authentication, Monterey Secondary College has developed a policy for plagiarism offences on work in units of study other than official SACs and SATs. Teachers who suspect either of the above of a student in their class will bring evidence to the notice of the Year Level Leader. A Panel will be convened, and students will be allowed to present information to assist them in their case.

Students who are found guilty of submitting work that is plagiarised or copied on a first occasion will be required to complete an alternative task to meet the outcome, however they will get zero for the assessment task. This has implications for passing the subject. Any students found guilty a second time in any subject in a year will receive an N for whatever unit in which the plagiarism was committed.

Please note that the use of AI (eg ChatGPT) to create work for an assessment will be considered as plagiarism.

Cheating

Students who are found guilty of cheating on a first occasion will be required to complete an alternative task to meet the outcome, however they will get zero for the assessment task. This has implications for passing the subject. Any students found guilty a second time in any subject in a year will receive an N for whatever unit in which the cheating was committed.

Any deceptive behaviour such as plagiarism or cheating will not be tolerated.

<div align="center">

Mobile Phone Policy

</div>

Students Using Mobile Phones Policy 2024-2027

Note that this is a ministerial policy formally issued by the Minister for Education under section 5.2.1(2)(b) of the Education and Training Reform Act 2006.

Purpose

To explain to our school community the Department's and Monterey Secondary College's policy requirements and expectations relating to students using mobile phones during school hours.

Scope

This policy applies to:

1. All students at Monterey Secondary College and,
2. Students' personal mobile phones brought onto school premises during school hours, including recess and lunchtime.

Definitions

For the purpose of this policy, a mobile phone is a telephone with access to a cellular (telecommunication) system, with or without a physical connection to a network.

Policy

Monterey Secondary College understands that students may bring a personal mobile phone to school, particularly if they are travelling independently to and from school.

At Monterey Secondary College:

- Students who choose to bring mobile phones to school must have them switched off and securely stored in lockers or handed into the sub school office to be placed in a lockable cabinet, during school hours.

- Exceptions to this policy may be applied if certain conditions are met (see below for further information)
- When emergencies occur, parents/guardians are to contact the school's office or the relevant Sub School Leader.
- When emergencies occur, students may request permission for use of a mobile phone, to be used in the relevant Sub School Leader's office.

Personal mobile phone use

In accordance with the Department's Mobile Phones — Student Use Policy issued by the Minister for Education, personal mobile phones must not be used at Monterey Secondary College during school hours, including lunchtime and recess, unless an exception has been granted. Where a student has been granted an exception, the student must use their mobile phone for the purpose for which the exception was granted, and in a safe, ethical and responsible manner.

Secure storage

Mobile phones owned by students at Monterey Secondary College are considered valuable items and are brought to school at the owner's (student's or parent/guardian) risk. Students are encouraged not to bring a mobile phone to school unless there is a compelling reason to do so. Please note that Monterey Secondary College does not have accident insurance for accidental property damage or theft. Students and their parents/guardians are encouraged to obtain appropriate insurance for valuable items. Refer to the Monterey Secondary College's Personal Property Policy and the Department's Claims for Property Damage and Medical Expenses policy. Where students bring a mobile phone to school, Monterey Secondary College will provide secure storage. Secure storage is storage that cannot be readily accessed by those without permission to do so. At Monterey Secondary College students are required to store their phones in the provided lockers or handed into the sub school office to be placed in a lockable cabinet.

Enforcement

Students who use their personal mobile phones inappropriately at Monterey Secondary College may be issued with consequences consistent with our school's existing student engagement policies including Student Wellbeing and Engagement and Code of Conduct policies.

At Monterey Secondary College, any mobile phone sighted between 9am-3:05pm will result in the following:

● 1st offence: The phone will be required to remain in the Sub School Office until the end of the school day.

● 2nd offence: The phone will be required to remain in the Sub School Office until the end of the school day and be collected by a parent/guardian.

● 3rd offence: A phone plan will be developed with the relevant Sub School Leader in accordance with the Mobile Phone Policy.

If a student is refusing to relinquish their phone when asked by a staff member, a parent/guardian will be contacted and the student will be required to go home. Students who are refusing instructions regarding phone use, and behave in such a way as to pose a danger, whether actual, perceived or threatened, to the health, safety or well being of any person, may also be suspended.

At Monterey Secondary College inappropriate use of mobile phones is any use during school hours, unless an exception has been granted, and particularly use of a mobile phone:

● in any way that disrupts the learning of others
● to send inappropriate, harassing or threatening messages or phone calls
● to engage in inappropriate social media use including cyber bullying
● to capture video or images of people, including students, teachers and members of the school community without their permission
● to capture video or images in the school toilets, changing rooms, swimming pools and gyms
● during exams and assessments

Consistent with Ministerial Order 1125, suspensions are to be reserved for serious misuses of a mobile phone in schools that:

● meet the grounds for suspension
● are a last resort option that is considered after alternative interventions and support have been provided to the student to address the reasons for the behaviour associated with mobile phone use.

Exceptions
Exceptions to the policy may be applied during school hours if certain conditions are met, specically:
● Health and wellbeing-related exceptions; and
● Exceptions related to managing risk when students are offsite.

These can be granted by the Principal, or by the teacher for that class, in accordance with the Department's Mobile Phones — Student Use Policy. The three categories of exceptions allowed under the Department's Mobile Phones — Student Use Policy are:

1. Learning-related exceptions

Specific exception	Documentation
For students for whom a reasonable adjustment to a learning program is needed because of a disability or learning difficulty	Individual Learning Plan, Individual Education Plan
Specific learning activities (class-based exception) documented within a unit of work or learning sequence	VET Business Learning Sequence: Unit on Social Media

2. Health and wellbeing-related exceptions

Specific exception	Documentation
Students with a health condition	Student Health Support Plan
Students who are Young Carers	A localised student record

3. Exceptions related to managing risk when students are offsite

Specific exception	Documentation
Travelling to and from excursions	Risk assessment planning documentation
Students on excursions and camps	Risk assessment planning documentation
When students are offsite (not on school grounds) and unsupervised with parental permission	Risk assessment planning documentation

Where an exception is granted, the student can only use the mobile phone for the purpose for which it was granted.

Camps, excursions and extracurricular activities

Monterey Secondary College will provide students and their parents/guardians with information about items that can or cannot be brought to camps, excursions, special activities and events, including personal mobile phones.
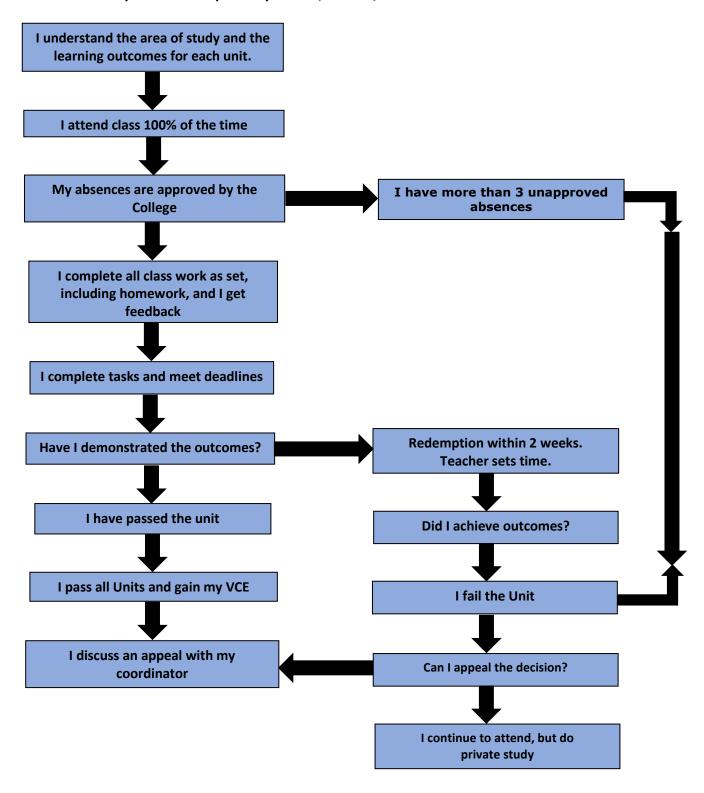
Exclusions

This policy does not apply to:

- Out-of-school-hours events
- Travelling to and from school
- Wearable devices eg. Smart watches
- iPads and all other personal devices
- Students undertaking workplace learning activities, e.g. work experience

Appendices

Appendix 1 – Implication of Absences (What is required to pass?)

AIM: To ensure you successfully attain your VCE/VCE VM/VPC

I understand the area of study and the learning outcomes for each unit.

↓

I attend class 100% of the time

↓

My absences are approved by the College	→	I have more than 3 unapproved absences

↓

I complete all class work as set, including homework, and I get feedback

↓

I complete tasks and meet deadlines

↓

Have I demonstrated the outcomes?	→	Redemption within 2 weeks. Teacher sets time.

↓ (left) ↓ (right)

I have passed the unit		Did I achieve outcomes?

↓ (left) ↓ (right)

I pass all Units and gain my VCE		I fail the Unit

↓ (left) ↓ (right)

I discuss an appeal with my coordinator	←	Can I appeal the decision?

↓

I continue to attend, but do private study

Appendix 2 – VCE Failed Outcome Notice

VCE Failed Outcome Notice

Student Name:	Form Group:
Subject:	Date:
Assessment Task:	
Task Duration:	

If redemption is not completed to an "S" standard, this will result in an "N" for the Outcome and Unit. (***Please note this will not improve your original score).***

Reason for not completing task to a satisfactory standard on first attempt:

_____

_____

_____

Redemption task *(please tick at least one of the following)*		
Redemption TASK (1st attempt)		
Redemption TASK (2nd attempt)		
Coursework (Please tick)	Authenticated bookwork met requirements	
	Authenticated bookwork did not meet requirements	

Parent notified by: phone ☐ **text message** ☐ **email** ☐ *(please tick at least one)*

Parent consent received ☐ **yes** *(not required for coursework)*

Student's signature:_____

Parent/guardian signature:_____

Coordinators signature:_____

Subject teacher's signature: _____

Redemption Application	Approved	Date:
	Unapproved	Date:

Reschedule date: _____

Reschedule time: _____

Appendix 3 – Application to Reschedule an Assessment Task

Application to Reschedule an Assessment Task

Student Name:	Form Group:
Course of Study:	Teacher:
Assessment Task:	
Original Date:	Rescheduled Date/Time:

Reason: (Tick box below)	Evidence Required (to be attached)
☐ Illness	Medical Certificate
☐ Family/Personal Leave	Letter from Parent/Guardian
☐ School Sporting/Co-Curricular Commitment	Notice from Coordinator
☐ School Excursion	Notice from Teacher

Coordinator's Signature:	Teacher's Signature:
Student Signature:	Parent/Guardian signature

Tear here…….

Acceptance to Reschedule Assessment Task (Teacher's Copy)
(To be completed by Year Level Leader)

Student Name:	Form Group:
Course of Study:	Teacher:
Assessment Task:	
Original Date:	Rescheduled Date/Time:

Reason: (Tick box below)	Evidence Required (to be attached)
☐ Illness	Medical Certificate
☐ Family/Personal Leave	Letter from Parent/Guardian
☐ School Sporting/Co-Curricular Commitment	Notice from Coordinator
☐ School Excursion	Notice from Teacher

Coordinator's Signature:	Teacher's Signature:

Appendix 4 – Notification of a Possible Breach of Authentication

Notification of a Possible Breach of Authentication

Name and form group of Student: _____

Name of Study: _____

<u>Details and evidence of breach:</u>

_____

_____

_____

_____

_____

_____

Name of Teacher: _____

Signature: _____

Date: _____

List of attachments:

_____

_____

_____

Appendix 5 – Student Absence Learning Plan

Student Absence Learning Plan

Student name:	
Year level:	**Date:**
Reason for absence:	
Date of last day of school:	**Date of return to school:**

Description of the educational program:
Normal educational program to continue through the use of Compass & resources provided in this plan.
xxxx is able to email staff to ask questions/clarify expectations and submit work.

Work to be complete/Outcomes for the student to achieve:

Resources the student may find useful:

Agreed role of parents/guardians in supporting the absence learning program:

- Support XXX by checking her completion of classwork.

Contact details for the student to stay in touch:	**School phone number:**
School contact person:	**Signature of Assistant Principal:**
Signature of parent/guardian:	

Appendix 6 – Notification of extended leave from class

Notification of extended leave from class

Student Name: _____

Home group: _____

Details of Extended Leave:

Last Day of School: _____

Total No. Days Absent: _____

Return to School Date: _____

Reason for Extended Leave:

_____

_____

_____

_____

I/we are fully aware of the implications of the requested leave of absence, including that:

- Senior school students are required to have an attendance rate of at least 90%. As such students may be required to attend additional classes (before/after school, lunch) to build up their attendance rate.
- Students cannot sit an 'unseen' assessment early. Students must complete the "Missed Assessment Notification" form to reschedule their SAC.
- Where students are absent for an internal examination, a '0' will be awarded, unless a medical certificate is provided or an alternative arrangement has been negotiated with the Year Level Leaders.
- It is the responsibility of students to ensure that they have completed all required work whilst absent from regular classes.
- As a results of this absence, final results in each subject may be impacted upon. This may result in receiving 'N' for an outcome and subsequently the unit.

In order to keep up to date during the extended absence, an Absence Learning Plan must be completed by each subject teacher and relevant coursework provided. Students are required to return their completed Absence Learning Plan coursework to their Year Level Leaders on the 1st day back at school.

Student Signature: _____ Date: _____

Parent/Guardian Signature: _____ Date: _____

Year Level Leader Signature: _____ Date: _____

Assistant Principal Signature: _____ Date: _____

☐ Absence Learning Plan handed to the student Date:

☐ Absence Learning Plan returned to the Year Level Leader Date:

Appendix 7 – VCE Course Change Application Form

VCE Course Change Application Form

Name		Form Group	

Career Pathway: _____

I am requesting the following course change:

Line	1	2	3	4	5
Current Subject					
Requested Subject					

I would like to request the above change because:

I acknowledge and understand the following:
  a) This request is <u>NOT GUARANTEED</u> – it will only be made if it is possible on the timetable and class sizes allow.
  b) This change will only be made if it is in the best interests of my future pathways

<u>Signatures:</u>

Student	
Parent/Guardian	
Careers Advisor	
Year Level Leader	
Current Subject teacher	
Assistant Principal	

<u>Office Use Only:</u>

Timetable	VCE Coordinator	VASS	Office	Staff

Appendix 8 – VCE to VCE VM & VPC Application Form

VCE to VCE VM & VPC Application Form

Student Name:		Yr. Level:	
Student Signature:		Date:	
Parent/Guardian Signature:		Date:	

Career Pathway: _____

Reason for wanting to do VCE VM & VPC?

Are you doing or have you done a VET program? Y / N (please circle)

If yes, what VET program? _____

How much of this program have you completed? _____

Discuss your reasons for applying to VCE VM & VPC with your year level team leader. Year Level Leader will discuss with your parent/guardian.

Year Level Team Leader Comments:
Signature: Date:

Make a time to see Careers to confirm VCE VM & VPC is the right choice for your pathway.

Comments:
Signature: Date:

See the Senior School Assistant Principal, to confirm and sign off for approval.

Comments:
Signature: Date:

See VCE VM Leader - they will contact your parents/guardians to discuss.

Comments:
Signature: Date:

Parent/Guardian Approval to change from VCE to VCE VM & VPC

I _____ the parent/guardian of _____
give my consent for him/her to apply for the VCE VM & VPC program.

I understand the program includes undertaking a VET course and a Structured Work Placement.

I understand that securing a VET program once the school year has commenced may be difficult. This may result in my child not being accepted into the VCE VM & VPC program.

I understand that I may have to pay the full fee for the VET program if I am enrolling my child after the VET cut-off date.

I have read the VCE VM & VPC section of the Senior School Student Handbook and understand all the expectations related to VCE VM & VPC.

I have been given the costs associated with the VCE VM & VPC program, including VET fees and due dates.

I have been provided with a copy of the VCE VM & VPC contract which has been completed.

I have been given sufficient information about the VCE VM & VPC program and am satisfied that VCE VM & VPC is the appropriate Senior School qualification for my child.

Please add any additional comments or information if required:

Signature: Date:

Appendix 9 – Driving to School

Driving to School

Letter to Parents/Guardians

Dear Parent/Guardian,

The College is aware that a number of senior students intend to drive to College either occasionally or on a regular basis.

Students and parent/guardians need to be aware that students cannot park in the College grounds and that they are not permitted to go to their car during the College day. It is also important that students and parent/guardians are aware that under no circumstances can students, once at College transport other students in their cars when travelling to and from any College program or function.

The College is mindful of the fact that young drivers are at greater risk than older more experienced drivers and that travelling with teenage passengers considerably increases the risks of young drivers. Consequently, we are conscious of the need to ensure a duty of care for our students.

We are also committed to ensuring that the community maintains a positive perception of the College and the irresponsible and unsafe driving by students will inevitably have a negative effect on the College's image within the community. We therefore have an expectation that students will drive to and from school in a safe and responsible manner. If the College becomes aware that students are breaking road rules, the police will be notified.

Yours sincerely

Irene Greenwood
Senior School Assistant Principal

Appendix 10 – Students Driving Cars to College Parent/Guardian and Student Agreement Form

Students Driving Cars to College
Parent/Guardian and Student Agreement Form

This form must be completed by any student who intends to drive to College either occasionally or regularly.

Student Name:	
Car Make:	
Colour:	**Registration Number:**

Note: If the student intends to drive any car other than the one registered on this form, it must also be registered with the College.

Secondary Vehicle Information	
Car Make:	
Colour:	Registration Number:

Parent/Guardian Permission:
I give permission for _____ to drive to College. I am aware of the College requirements regarding students driving to school.

Signature of Parent/Guardian: _____   Date: _____

Student:
I agree to adhere to the College's requirements regarding students driving a car to College.

Signature of Student:_____   Date: _____

Note: A photocopy of the student's driver licence must be provided to the Senior School Team.

Appendix 11: 2025 Senior School Student and Parent/Guardian Agreement

2025 Senior School Student and Parent/Guardian Agreement

I, _____ HG: _____
      (Students Full name)

As a student and member of the Monterey Secondary College community, I understand and agree to follow the rules, processes and procedures outlined in the Senior School Handbook.

Student Signature: _____   Date: /   /2025

As a member of the Monterey Secondary College community and parent/guardian of:

_____   HG: _____
      (Students Name)

I understand and agree to the rules, processes and procedures outlined in the Senior School Handbook.

Full Name of Parent/Guardian: _____
                    (Please Print)

Signature of Parent/Guardian: _____   Date: /   /2025

Please complete and return the Parent/Guardian and Student Agreement form to Kellie Ludwig in the Senior Sub School no later than Friday 14th February 2025. If you have any questions or concerns, please contact the school.