



ANTONINE COLLEGE

A CATHOLIC CO-EDUCATIONAL COLLEGE F-12



VCE INFORMATION BOOKLET

CONTENTS

Welcome	Page 4
Important Information	Page 5
St Joseph Campus Leadership	Page 6
Mission Statement	Page 7
Vision Statement	Page 8
Year 11 Theme - Leaders	Page 9
Year 12 Theme - Integrity	Page 10
Introduction	Page 11
VCE Attendance Policy	Page 12
Assessment and Reporting	Page 14
Rules for students	Page 19
Authentication and discipline committee	Page 22
Lost/Stolen or damaged school-based	Page 23
Assessments Special Provision Vocational	Page 24
Education and Training (VET) Student and Appeals	Page 26
Promotion Policy	Page 27
Glossary	Page 28
College Resources	Page 30
Uniform	Page 32
House System	Page 34

WELCOME TO VCE

Dear Parents,

The theme for Year 11 is Leaders and in Year 12 the theme is Integrity. Both these themes offer students the opportunity to build on their personal development as they start their VCE journey. In Year 11 & 12, students continue to build on the leadership opportunities presented in their different years at Antonine College and can fulfill these roles by applying for student leadership positions including Wellbeing Leaders, House Leaders and ultimately College Captain positions.

Antonine College provides a place for students to come and develop their understanding of themselves as independent and collaborate learners who are discerning, yet open minded towards the world around them. Students begin to develop a keen interest and understanding in how they can become leaders in their final years of school. VCE is an opportunity for students to start their VCE journey in the pursuit of the pathway they choose. They lead as role models within the Senior School and develop their work ethic in the application of their studies and build strong self- efficacy. Students are supported and develop strong respectful relationships with their teachers and their peers. At VCE students have a variety of subjects to choose from and career pathways are investigated and tailored to the needs of the individual students.

Year 11 allows students to continue to connect with their peers, while Year 12 are encouraged to maintain integrity in all that they do, from academic endeavours to their behaviour and commitment to their education. Students develop their faith by participating in year level liturgies, retreats and the celebration of the Mass growing stronger in the Maronite Faith.

Students engage in year level activities throughout the year to further explore their year level themes. Students can speak to their subject teacher for any issues and concerns. Students may also visit the VCE Learning Coordinator who is always available for support. Parental contact is encouraged as it is imperative for students, teachers, and parents to form a partnership which works in the best interest of the child.

We look forward to continuing with you on your educational journey. Yours in Education

Ms Ayesha Guido

VCE Learning Coordinator

aguido@antonine.catholic.edu.au

IMPORTANT INFORMATION

2025 Term Dates (Subject to change)

31 January:	Year 7 and VCE classes commence
3 February:	Foundation - Year 12 Classes Commence
Term 1:	3 February to 4 April
Term 2:	22 April to 4 July
Term 3:	21 July to 19 September
Term 4:	6 October to 19 December

CONTACT US

Telephone: 03 9354 1377

- **Option 0:** St Joseph Student Services & All Bus Enquiries
- **Option 1:** Enrolment
- **Option 2:** Accounts & Fees
- **Option 3:** St Joseph Campus – General Enquiries
- **Option 4:** Cedar Campus

Email: enquiries@antonine.catholic.edu.au

Correspondence: PO BOX 197, Moreland VIC 3058

OFFICE HOURS

The office is open Monday to Friday, 8:00am-4:30pm during school and a week of each term holiday.

DAILY ORGANISATION


Before School	08:00am
Period 1	08:35am
Period 2	09:38am
BREAK 1	10:38am
Period 3	11:17am
Period 4	12:20pm
BREAK 2	1:20pm
Period 5	2:00pm
After School	3:00pm

ST JOSEPH CAMPUS LEADERSHIP STAFF

St Joseph Campus Leadership



Ms Joanne Bacash
Principal



Mr Rob Fomiatti
Deputy Principal



Ms Ria Coffey
Deputy Principal




Ms Helen Diab
Deputy Principal




Ms Fran Cometti
Instructional Practice Leader



Mr Daniel Filippini
Learning Diversity Leader



Ms Christina Staunton-Burke
College Mission & Faith Formation



Ms Tanya Khattar
College Religious Education Leader

Year Level and Learning Leaders



Ms Indira Natoli
Year 7



Ms Stephanie Hartnup
Year 8



Ms Diane Farah
Year 9



Ms Isabella Athaide
Year 10



Ms Ayesha Guido
VCE



Ms Josie Rovetto
Career Development Practitioner and VET Coordinator

MISSION STATEMENT

As a Maronite Catholic learning community inspired by the Antonine Sister's charism we strive to:

Enhance our Education in Faith

Provide a comprehensive education in a secure and caring environment in which every person can grow and develop spiritually, intellectually, socially, and physically. Gospel values are reflected in our daily practices. Differences are welcomed and the value of every individual as a child of God is affirmed.

Enhance Teaching and Learning

Provide a curriculum that caters for individual needs through a range of experiences suited to diverse learning styles.

Promote Student Wellbeing

Foster respectful relationships among students, staff and others associated with the College in a spirit of co-operation, trust and responsibility.

Strengthen School Community

Our College is committed to the continuous growth in learning outcomes for students and to develop the skills for lifelong learning. Partnership between home and College is promoted.

Opportunities for engagement in a deeper awareness of our cultural heritage, especially through the study of languages are provided.

Build Leadership

All individuals are considered to be leaders demonstrating relationships and processes which are supportive, consultative and guided by a clear moral purpose.

It is intended that students graduating from our College will:

- have developed a personal relationship with God
- be competent, skilled, lifelong learners
- be effective powerful communicators
- be creative critical thinkers
- be happy, confident, self managed individuals
- be socially and environmentally responsible citizens

VISION STATEMENT

Antonine College will commit to building a faith-filled learning community where:

- every student and staff member takes ownership of and responsibility for continuous improvement and life-long learning
- students develop as autonomous, self managing, resilient and responsible learners

We Value

- Spirituality
Nurturing spirituality as an essential part of human life
- Respect
Respecting each other and God's creation
- Support
There is always someone to help
- Learning
A curriculum that provides a range of experiences and caters for individual needs
- Community
Partnership between the College and home is promoted and encouraged
- Tradition & History
Affirming and upholding a Christian identity within the Maronite tradition

YEAR 11 THEME - LEADERS

Term	Rite of Passage	Why is it a Rite of Passage?
Term 1	Faith and Development	Students participate in the Retreat, liturgies, daily reflection and prayer with their year level. Students celebrate and reflect on their faith as members of the Antonine Community.
Term 2	General Law Incursions	Students participate in various workshops about managing their emotions and diffusing situations.
Term 3	Respectful Relationships Unit	Students explore creating and maintaining healthy relationships with a focus on habits, virtues and moral decision making.
Term 4	Camp	Students prepare for Year 12 by creating connections as a year level.
	Careers interviews	Students use the skills they have developed through their Careers class and reflect on their achievements and goals for their final year.
	Look Ahead	Students experience their Unit 3 & 4 subjects in preparation for their final year of schooling.



Year 11 Theme Leaders

Encourage one another and build one another up.

Thessalonians 5:11

Goal: Students discover that true leadership impacts, influences and inspires through attitudes and actions.

YEAR 12 THEME - INTEGRITY

Term	Rite of Passage	Why is it a Rite of Passage?
Term 1	Year 12 Jacket Presentation	Students develop a sense of identity as a year level and are recognised as senior leaders of the school.
	Faith and Development	Students participate in the Retreat, liturgies, daily reflection and prayer with their year level. Students celebrate and reflect on their faith as members of the Antonine Community.
Term 2	Biggest Morning Tea	Students organise a fundraising event for teachers and Year 12 students.
Term 3	Time Capsule Opening	Students reflect on their high school experience by looking back on their growth socially, emotionally and academically.
Term 4	Graduation	Students develop a sense of accomplishment and reflect on their years of schooling and the support and celebration of the Antonine Community and their families.



Year 12 Theme Integrity

Finally, brothers and sisters, whatever is true, whatever is noble, whatever is right, whatever is pure, whatever is lovely, whatever is admirable—if anything is excellent or praiseworthy—think about such things.

Phillipians 4:8

Goal: Students are engaged and resilient learners who have a strong sense of self, purpose and integrity. They are able to effectively contribute and adapt to their world.

INTRODUCTION

This VCE handbook is designed to provide guidelines for Antonine students, their parents and teachers on a range of important matters to complete VCE. This handbook is intended to compliment and is guided by the rules and requirements of the Victorian Curriculum and Assessment Authority (VCAA).

The policies and procedures that are developed and published in this handbook are intended to apply to all VCE and VET units at Antonine College. They are developed with the following principles in mind:

- that we communicate the administrative and organisational policies of the VCE at Antonine College.
- that we communicate the assessment, reporting and promotion policy and procedures for VCE at Antonine College.
- that we draw on the relevant VCAA principles, policy and recommendations for assessment and reporting in the VCE, and yet reflect our own school philosophy.
- that our policies be school-wide, applying to all learning areas at the VCE level.

Student responsibilities to the VCE:

- All VCE students must sign a general declaration that they will obey the rules and instructions for the VCE and accept its disciplinary decisions.
- It is the student's responsibility to correctly complete all details required on enrolment forms, change of address forms and any other paperwork related to the VCE enrolment.
- It is the student's responsibility to ensure that the correct course and subject titles and course and subjects codes are listed on any enrolment form and to query their accuracy if in any doubt.
- It is the student's responsibility to ensure that any changes to address, personal details, enrolment or cancellation from a course are documented and the VCE Learning Coordinator is informed.
- It is the student's responsibility to read and follow the policies and procedures outlined in this Handbook.

VCE Contacts

Deputy Principal - Learning & Teaching – Ria Coffey rcoffey@antonine.catholic.edu.au

VCE Learning Coordinator – Ayesha Guido aguido@antonine.catholic.edu.au

VCE VET and Careers Coordinator – Josie Rovetto jrovetto@antonine.catholic.edu.au

VCE ATTENDANCE POLICY

Satisfactory attendance

All VCE Units require 50 hours of class time. The VCAA requires that sufficient attendance in class occurs so that:

- sufficient class time to undertake the unit can occur, and
- that work can be authenticated.

Absence is calculated cumulatively throughout each semester. It is the responsibility of the student to find out if they have missed work due to being absent and to complete the work. Students can view their attendance via their SIMON dashboard.

What is a reasonable expectation of attendance of students studying at VCE?

School rules are very clear on the expectation of students in relation to attendance. That is they are expected to be at school, unless a reasonable explanation is given regarding the absence. Therefore 100% attendance is expected of all students unless their absence is explained.

What is a reasonable amount of time required to complete a unit?

Students are required to attend 90% of their lessons to satisfactorily complete a unit regardless of whether the absence is explained or unexplained.

Types of absence

Explained Absence:

- Illness and medical reasons
- Family reasons
- Official School Activities (excursions, retreats)

Unexplained Absences:

- Truancy
- Meeting part time work demands

Prolonged Absence:

- Illness
- Trips away

Extended leave:

During the senior years it is not recommended for students to be missing school days due to domestic or international travel. It should be noted that in order to achieve a pass in any subject the 90% attendance requirement will apply. Issues concerning attendance should be taken up with the VCE Learning Coordinator.

VCE ATTENDANCE POLICY

Consequences and penalties of insufficient attendance

Explained Absence:

- Explained absence from school still impacts on a students' ability to complete a unit. Therefore, it will be considered when calculating the 90% attendance requirement of the student.

Unexplained absence:

- Parents receive an SMS via the Office requesting an explanation for absence. Extended absence involves follow up from VCE Learning Coordinator.

Special Provision

- When a student is absent from school for prolonged periods or has been unable to complete all assessment tasks because of illness or other special circumstances, the school may grant Special Provision for school-based assessments. The Special Provision may allow a student to work from home for a period of time or the Principal may choose to reduce the recommended attendance time.

'N' Not Satisfactory Result

- Where a student has completed work but there is a substantive breach of attendance rules, the school may assign an N to the unit.
- The N result given for Unit 1 & 3 can be reversed if a student shows exceptional improvement in their attendance for Unit 2 & 4
- Student needs to monitor their own attendance percentages in SIMON Subject teachers will inform students of low attendance throughout the unit.

VCE Learning Coordinator will:

- Provide a verbal warning during mid-term 1 & 3.
- Issue an impending N letter for low attendance at the halfway point in Unit 1 & 3 and 2 & 4.
- Monitor attendance and inform students if attendance has not improved and an N result will be given.
- Inform teachers to issue an N result in reports and on the VASS form, with a comment added to state attendance concern.

Attendance for VCE Study Periods

Senior students who have study periods (no scheduled class for that period) that occur at the beginning or end of the day will have the option of arriving later or leaving early.

Please see table below for sign in/out times.

Study Period	Arrive	Leave
Lesson 1	9:35am	
Lesson 4 & 5		12:20pm
Lesson 5		1:20 pm

Students should not be staying at school during break if they are signing out early. It is important to note, that if a student has the morning or afternoon off, they do not have to be at school. However, if they travel to school on bus before or after school, they must remain on College premises at all times. Students will not be permitted on the school bus if they have signed out. Senior students may only sign in and out of school once per day for a late or early arrival.

ASSESSMENT AND REPORTING

The General Achievement Test (GAT)

The GAT is an essential part of the VCE assessment procedure. Although the GAT results do not count directly towards VCE results, they play an important role in checking that School-based Assessments and examinations have been accurately assessed.

The VCAA will use GAT scores in:

- the statistical moderation of School-based Assessments
- checking the accuracy of student scores in examinations
- the calculation of a Derived Examination Score.

All students enrolled in one or more VCE or scored VCE VET Unit 3 and 4 sequences must sit the GAT. The Date of the GAT examination is set by the VCAA

Satisfactory completion of the VCE

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

- three units from the English group – English, English EAL or Literature - including a Unit 3 and 4 sequence. VCAA advises that for the calculation of a student's ATAR, satisfactory completion of both Unit 3 and 4 of an English sequence is required.
- at least three sequences of Unit 3 and 4 studies other than English.

Assessment and reporting policies: VCE

For satisfactory completion of a VCE unit, students must demonstrate their achievement of the set of outcomes as specified in the study design. The decision about satisfactory completion of outcomes is based on the teacher's judgment of the student's overall performance on a combination of authenticated coursework and assessments related to the outcomes. Students should be provided with multiple opportunities to develop and demonstrate the key knowledge and key skills required for the outcomes for a unit.

The assessment of levels of achievement for SACs and SATs is separate from the decision to award S for satisfactory completion of a unit.

Satisfactory VCE unit result

A student receives an S for a unit if the teacher determines that the following requirements are achieved. A student must:

- produce work that demonstrates achievement of outcomes
- submit work that is clearly their own and can be authenticated by subject teachers (i.e. activities, questions, practice SACs completed under supervised conditions)
- observe the rules of the VCAA and the school (school rules may include Attendance and Submission of Work policies)

ASSESSMENT AND REPORTING

Not Satisfactory VCE unit result

A student receives an N for the unit when one or more of the requirements listed below is not achieved:

- The coursework and assessments do not demonstrate achievement of the outcomes
- The student has failed to meet a school deadline for an assessment task or coursework, including if an extension of time has been granted for any reason, including Special Provision
- The work cannot be authenticated
- There has been a substantial breach of school rules

Throughout the Unit a letter is generated through SIMON to alert students and their families that there is an Impending N for the subject. This ensures clear communication with students and their families about progress. Students are withdrawn from Unit 4 when an N result is received in Unit 3 as Unit 3 & 4 is a required sequence to satisfactorily complete VCE.

Reversing N Result – Redeeming Outcomes

- Make an appointment to see your teacher outside of class to find out what needs to be achieved to obtain an S result for the unit work required
- Teacher may provide additional tasks to complete to demonstrate the skills and understanding of the outcomes – this work requires authentication (i.e. activities, questions, practice SACs completed under supervised conditions)
- For Unit 1 and Unit 3, results will be finalised by the end of Term 2. Students should keep this time frame in mind if they have received an N for that unit.

Progressing in VCE

Students are required to achieve an S - Satisfactory result in any Unit 1 and 2 subject,

including achieving above 50% on the end of year exam, to progress into Unit 3 and 4 subjects they wish to undertake in Year 12. Students who do not achieve a Satisfactory result or minimum 50% exam result will be directed to alternative subjects or pathway options.

Reporting levels of performance

VCE Unit 1 and 2:

In Unit 1 and 2 students receive a score for each school-based assessment (SACs) and their exams, they complete coursework, which can include a range of tasks, that determine a Satisfactory/Not Satisfactory achievement of the Outcomes as per the study design. This indicates how well each student has performed and provides a useful record for each student and introduces the way in which assessment will work in Unit 3 and 4.

VCE Unit 3 and 4:

In Unit 3 and 4 assessment is based on both school-based assessment (SACs), coursework and externally set examinations. At specified times throughout the year a result of an **S** or **N** for each Outcome as well as the Assessment (SAC/SAT) grade is sent to the VCAA.

Coursework is part of the regular teaching and learning program, is completed mainly in class time and is completed in a limited time frame specified in the study design.

- Coursework refers to any work completed in class, besides note taking
- Majority of the work completed at home cannot be authenticated, therefore this work cannot be used as evidence for satisfactory completion of coursework

ASSESSMENT AND REPORTING

Process:

1. The range of tasks completed in class need to be included in SIMON under 'Class work' and given an S / N result – teachers will aim for at least 1 per lesson.
2. Students with 3 or more incomplete class tasks, need to be entered into Social Behaviour Tracking in SIMON under 'Impending N Result – Incomplete VCE Coursework'. These entries provide evidence & show how teachers are monitoring students and providing opportunities to receive an S result.

School based assessment (SACs) consist of a set of assessment tasks that assess each student's level of achievement in Unit 3 and 4 Outcomes as specified in the study design. This assessment counts towards the Study Score, and as such is subject to the requirements of the VCAA regarding authentication and rules.

Schools provide a score for each component specified in the study design. The Victorian Curriculum and Assessment Authority (VCAA) aggregates these scores into a single total score for each student, which is then statistically moderated against the external examination scores in the study. The General Achievement Test (GAT) may also be used in statistical moderation.

The decision to award an S for satisfactory completion of a unit is separate from the assessment of levels of achievement for study score calculation. VCE unit results (S or N) contribute to satisfactory completion of the certificate.

Conditions for Scored SACs and Practice SACs

- Students should be given two weeks of notice for SACs via the [SAC notification sheet](#). Teachers must enter the date on the SAC calendar provided by the VCE Learning Coordinator and take into account other activities or events on that day. If there is more than one class completing the SAC teachers should endeavour to schedule the task at the same time or close to the same time and if necessary, modify the task to avoid students who sit the SAC first sharing information about the SAC with students who have not begun the SAC.
- Students should be aware of the nature of the task and the materials that are permitted to be used via the [SAC notification sheet](#). The materials permitted must be consistent for all classes of the same unit and be very clearly outlined to the students. These materials should not be changed without sufficient notice to the students. All materials must be checked prior to the commencement of the SAC.
- If teachers wish to reschedule a SAC because the students are not ready to be assessed or due to other circumstances (i.e. teacher absence), adequate notification should be provided to all students in the class or classes at the school. An extension of time for all students in the class should only be given on condition that all students are given adequate notice and that no student in the class or in another class is advantaged or disadvantaged by the change.
- Students should not have any unauthorised materials at their desk during a SAC. Mobile phones and smart watches, iPods and other electronic portable digital devices must be left in school lockers.

ASSESSMENT AND REPORTING

- Teachers must provide paper or an answer booklet. Students should not be asked to provide their own paper.
- If the SAC takes place over more than one period, all materials must be collected at the end of the period and returned at the commencement of the next period. No new materials can be brought in by the students in subsequent periods.
- At the end of the SAC, students must remain seated until all work has been collected and marked off by the teacher. Teachers must ensure the security of all work collected.
- Teachers must develop courses and provide learning activities to assist with the completion of SACs, but undue assistance should not be provided to students while undertaking the task.
- It is not appropriate to send students to the library to complete SACs or to have them seated in corridors outside a classroom or within a class. Students who are completing SAC catch ups must do so in the allocated time after school.
- Work must be returned to students after all students have completed the SAC in all classes where multiple classes exist. Teachers are required to scan and retain copies of SACs until April of the following school year.
- After Practice SACs are submitted and marked, teachers should provide feedback to students. Appropriate feedback includes:
 - Advice on particular problem areas
 - Advice on where and how improvements can be made for further learning and improved results on the Scored SAC.
- Students who do not make a reasonable initial attempt at the SAC (as judged by the teacher) will receive 0% for the task. Parents will be notified of a low result via a letter generated through PAM.
- Any suspicion of a Breach of Rules during a SAC must be immediately reported, in writing through Social Behaviour and students may receive a 0% for this SAC.
- Once a Scored SAC has been assessed, internal moderation must take place between teachers of the same unit to ensure comparability of results across all classes. (External moderation takes place where there are not teachers qualified to moderate a task within the school).
- For Unit 3 and 4 total scores for SACs will be statistically moderated by the VCAA and may change as a result of this process
- Statistical moderation realigns the level and spread of each school's assessments of its students in a particular study, to match the level and spread of the same students' scores on a common external score. Because the external score is based on examinations done by all students across Victoria, it is a common standard against which school assessments can be compared.
- Moderation is a process of ensuring that the same assessment standards are applied to students from every school doing a particular study. Statistical moderation is a process for adjusting schools' assessments to the same standard, while maintaining the students' rank order given by the school. The VCAA uses statistical moderation to ensure that the assessments given by different schools are comparable throughout the State.
- Statistical moderation does not change the rank order of students, as determined by the school's SAC scores.
- A student given the top score for SACs by the school will have the top score after statistical moderation, no matter how they perform on the examination(s).

ASSESSMENT AND REPORTING

Practice SACs

- It is an expectation that an attempt is made to complete a Practice SAC one week prior to the Scored SAC and teachers provide feedback to students to support their Scored SAC result.
- The Practice SAC is completed under SAC conditions but should be an abridged version of the Scored SAC (i.e reduced questions)
- The Practice SAC can be used to demonstrate authenticated coursework that meets the outcome to attain a Satisfactory result

Absence from a SAC

- If a student is absent on the day the SAC, a letter will be generated for parents through PAM. Teachers
- create a Social Behaviour tracking entry for the absence.
- Students need to supply documentation i.e. a medical certificate to cover the date of absence (submitted to the VCE Learning Coordinator immediately following absence). Notes from home will not be sufficient documentation unless endorsed by the VCE Learning Coordinator as a legitimate reason for the absence. If the absence is not explained, then students will not receive a grade (NA) for their Scored SAC.
- If the absence is approved by the VCE Learning Coordinator, the student will be required to sit the SAC in a catch up after school in Room 1. This will normally occur within one week of the original date; however, students may negotiate longer with the VCE Learning Coordinator. The task will be graded by the teacher. Two opportunities are available to complete catch up.
- If the absence is approved by the VCE Learning Coordinator, but the student does not attend the opportunity provided to catch up after school they will receive a NA result.

- The VCE Learning Coordinator will monitor medical certificates and notify staff to verify absences.
- Teachers will be required to make modifications to SACs completed outside of class time to avoid students accessing questions from students who've already completed the assessment.
- If the Assessment Task is a Folio or SAT, then students need to organise to submit the work before the due date or as soon as possible after the due date and supply a medical certificate for their absence.

SATS

A small number of studies have School-Assessed Tasks. School Assessed Tasks are completed over an extended period of time. SATs are graded by the College according to criteria provided by the VCAA and are subject to a random external review by VCAA assessors. The results contribute to the study score.

Several practical subjects have SATs. At Antonine these studies include Art Making & Exhibiting, Visual Communication Design and Applied Computing. No numerical feedback is given to students regarding SATS until scores are confirmed. No extensions can be granted for a SAT.

All SATs are to be submitted by the date published in the VCE SAC Calendar distributed to students and as notified by subject teachers. When SATs are submitted, they must include the drafts/development work and all proof of authenticity as requested by the teacher. All SATs are to be submitted directly to the subject teacher at the time designated by the subject teacher.

RULES FOR STUDENTS

“VCAA rules stipulate that schools are unable to alter the due date under any circumstances for SATs. In extremely special circumstances schools may grant a “resubmission” only after the initial assessment piece has been submitted by the due date, in order to assist a student who has experienced difficulty in accordance with VCAA regulations. A student is only eligible for consideration if sufficient work is submitted by the due date and a sub-committee convened by the VCE Coordinator has approved his application.”

Process:

Teachers are required to provide feedback to students on work in progress. At least one set of comments should be in written form.

All changes made in the various stages of development of a School-assessed Task must represent the student’s own work.

It is appropriate in the development stages of the work for the teacher to ask questions and to offer general advice, for example, about alternative strategies. However, the teacher must not dictate or make changes that might lead to uncertainty about the student’s authorship or ownership of the work.

For Visual Communication Design, the teacher’s formal written comments should be made on only one draft of the written component of the School-assessed Task. Where written comments are made, the draft containing the teacher’s comments must be initialed and dated by the teacher and made available to the VCAA if required. There is no drafting requirement for the other School-assessed Tasks.

The following forms of teacher assistance are Not Appropriate:

- Providing detailed advice on, corrections to, or actual reworking of, students’ drafts or productions or folios
- Providing structured outlines with detailed suggestions or instructions for completing work that may constitute undue assistance.
- Providing or interpreting data and providing content or concepts not already mentioned by the student in draft work or in their design briefs.

If any part or all of the work cannot be authenticated, then the matter must be dealt with as a breach of rules.

Non submission, absence for SAT/Folio

All SATs are to be submitted directly to the subject teacher at the time designated by the subject teacher. “VCAA rules stipulate that schools are unable to alter the due date under any circumstances for SATs. In extremely special circumstances schools may grant a “resubmission” only AFTER the initial assessment piece has been submitted by the due date, in order to assist a student who has experienced difficulty in accordance with VCAA regulations. A student is only eligible for consideration if sufficient work is submitted by the due date and a sub-committee convened by the VCE Learning Coordinator has approved the application.”

Non Scored VCE - Completion of VCE Units without calculation of a Study Score

Students may elect to complete their VCE Certificate but not receive a Study Score for each subject. This means the student does not sit Examinations and thus is not entitled to an ATAR, which may limit Tertiary selection options. This decision must be discussed with the parents, VCE Learning Coordinator and Careers Counsellor to fully understand the consequences. Unless there are extenuating circumstances Antonine College expects students to complete a scored VCE or to find an alternative pathway.

RULES FOR STUDENTS

Exams

Unit 1 and 2 compulsory examinations will take place at the end of the year for all VCE studies as well as selected VET studies. This will provide students and parents with information about the student's knowledge, performance under time pressure and eligibility to continue with the subject in further studies.

Unit 3 and 4 Examinations will take place at the end of the year for all VCE studies as well as selected VET studies. All Unit 3 and 4 students will receive a copy of the VCAA examination timetable when it is published by the VCAA. Trial Examinations will take place in the first week of Term 4. Attendance is compulsory. To achieve study scores and an ATAR, students must complete the examination in their studies. Antonine College policy is that all students are required to remain for the entire duration of each exam.

Rules for students

In addition to observing the rules of the VCAA, students must also observe the rules of the school. Students must sign a general declaration that they will obey the rules and instructions for the VCE, and accept its disciplinary provisions. Infringement of any of these rules will be treated as a Breach of Rules.

VCAA Rules for School-based Assessment

A student undertaking tests as part of School-based assessment must comply with VCAA examination rules. In addition, the VCAA sets out rules related to authentication, which a student must observe when preparing work for assessment by the school:

- A student must ensure that all work submitted for assessment is genuinely their own.
- A student must acknowledge all resources used, including:
 - text, websites and source material
- A student must not receive undue assistance from another person in the preparation and submission of work.
- Acceptable levels of assistance include:
 - the incorporation of ideas or material derived from other sources (e.g. by reading, viewing or note-taking) but which has been transformed by the student and used in a new context
 - prompting and general advice from another person or source which leads to refinements and/or self- correction.
- Unacceptable forms of assistance include:
 - use of, or copying, another person's work or other resources without acknowledgment
 - corrections or improvements made or dictated by another person.
- A student must not submit the same piece of work for assessment in more than one study, or more than once within a study.
- A student must not circulate or publish written work that is being submitted for assessment in a study, in the year of enrolment.
- A student must not knowingly assist another student in a breach of rules.

RULES FOR STUDENTS

Examinations

The VCAA has published rules relating to the VCE examinations. Students will receive an individual copy of the Exam **Navigator** each year before the Examination period.

VCAA rules for the conduct of external assessments:

1. Students must not cheat or assist other students to cheat including any action that gives or attempts to give them or another student an unfair advantage in a VCE external assessment.
2. Students must not allow, induce or assist any other person to present for a VCE external assessment in their place.
3. Students must not present for a VCE external assessment in another student's place.
4. Students must not present for a VCE external assessment under the influence of alcohol or drugs.
5. Students must obey and observe all proper instructions or directions given by their supervisor.
6. Students must provide reasonable assistance to any investigation by the VCAA in relation to a suspected breach of VCAA rules.
7. Students attending a VCE external assessment may bring only materials and equipment approved for that VCE external assessment into the examination room.
8. Students must not possess mobile phones and electronic devices that are capable of storing, receiving or transmitting information or electronic signals, such as recorded music and video players, organisers, dictionaries and computerized watches, during a VCE external assessment.
9. Students detected with any device defined in rule 8 must, upon the direction of a supervisor, surrender that device for inspection. Any confiscated device will be retained, pending any investigation into an alleged breach of rules by the VCAA. Students must provide reasonable assistance to VCAA or its agents to enable the interrogation of the device.
10. Students must not bring into or possess in the examination room any drinks or food except under special circumstances as approved and directed by the VCAA. A clear plastic label free water is permitted in the examination room under approved conditions.
11. Students must not communicate with any other student while the VCE external assessment is being conducted.
12. Students must not cause any nuisance, annoyance or interference to any other student during a VCE external assessment.
13. Students must not remove or tear out any part of a bound reference, question/task book, question and answer book or answer book, except where permitted, for example formula sheets.
14. Students must not remove any response material, used or unused, from the examination room.
15. Students must not begin to write or mark their paper or response material in any way, or use a calculator, until advised by a supervisor that writing may commence.
16. Students must raise their hand if they wished to communicate with a supervisor.
17. Students must not leave their place until permitted by a supervisor.
18. Students must cease writing when instructed to do so by a supervisor.
19. Students must remain silent and seated in their place at the end of the VCE external assessment until response materials have been collected and checked, and an announcement is made permitting students to leave the examination room.
20. Students must not communicate with an assessor, before, during or after a VCE external assessment, except when communication is necessary for the conduct of the assessment

AUTHENTICATION AND DISCIPLINE COMMITTEE

Authentication and discipline policies

Teachers who believe that a breach of rules has occurred or that a student has behaved inappropriately will report the incident through SIMON Behaviour Tracking.

Should the school be satisfied, on the basis of evidence, that there has been substantive breach of rules, then the Principal shall have the power to:

- Reprimand the student
- give the student the opportunity to resubmit work for satisfactory completion if this can occur within the due dates designated by the VCAA
- refuse to accept that part of the work which infringes the rules and base a decision whether to award the outcome an 'N' or 'S' upon the remainder of the work.
- submit a score for the SAC based on an assessment of the remainder.
- refuse to accept any of the work if the infringement is judged to merit such a decision, thus an 'N' will be awarded for the outcome
- submit a zero result for the School-assessed Coursework and/or the SAT.

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

Student interviews:

- The student will be given 24 hours notice in writing of the Interview. The email or letter will include the purpose of the meeting, date and time, location and any other relevant information.

- The Interview Panel will consist of the teacher, VCE Learning Coordinator and Deputy Principal. The student may bring a parent as a Support Person, but not as an advocate.
- The Interview will be completed within 15 minutes.
- The Panel will recommend to the Principal what penalty, if any should be imposed on the student.
- The Principal will inform the student in writing of the decision within 14 days of the decision being made.

Where work was initially accepted for assessment and a breach of rules has been discovered after the initial assessment has been made then the Principal shall determine which of the above penalties should be imposed. This may result in a change of the original result from an 'S' to an 'N'. Similarly, the detected breach of rules may result in a score change.

If a breach of examination rules, as reported to the VCAA, is found proven then the following penalties may be imposed:

- Reprimand a student
- amend or cancel the student's grade for the examination in which the contravention occurred
- amend or cancel the student's grade for the examination and any or all of the assessments in the same study
- amend or cancel the student's grades or other assessments in one or more studies, including cancellation of satisfactory completion of the study
- cancel all the student's grades for examinations and other assessments conducted by the VCAA during the year and cancellation of satisfactory completion of the course.

LOST/STOLEN OR DAMAGED SCHOOL-BASED

Lost, stolen or damaged school- based assessments

If a teacher or student has lost a coursework assessment task, or it has been stolen or damaged, they must complete a written statement explaining the circumstances. The statement must be signed, dated and filed at the school. The Principal will determine an initial score for the assessment task, acting on advice from the teacher and on the basis of records kept.

If a teacher or student has lost a School-Assessed Task, or the task has been stolen or damaged, they must complete a written statement of the circumstances. The statement must be signed and dated. The school must complete the Lost/Stolen/Damaged School-assessed Tasks form and enter an estimated score on VASS and send the form to the VCAA.

The Principal, acting on advice from the teacher and on the basis of records kept, will determine an initial assessment. The initial assessment may be adjusted as a result of the review process.

This procedure does not apply to work lost or damaged due to computer misuse or malfunction.

Special Provision

Special Provision provides eligible students with the opportunity to participate in and complete their senior secondary studies. Individual students may need special provisions in their learning program to achieve the learning outcomes, and in assessment to demonstrate their learning and achievement.

Underpinning Special Provision is the understanding that students enrol in a VCE unit with a reasonable expectation of being able to meet the requirements. VCE students granted Special Provision need to demonstrate their achievement fairly in meeting the outcomes of the study design as well as completing School-based Assessments and external examinations.

Students who are eligible for Special Provision are not exempt from meeting the requirements for Satisfactory Completion of the VCE, or from being assessed against the outcomes for a study. The underlying principle of Special Provision is to ensure that the most appropriate, fair and reasonable arrangements and options are available for students to demonstrate their capabilities if their learning and assessment programs are affected by illness, impairment or personal circumstances.

These are the guiding principles that must be satisfied in all the forms of Special Provision:

- The provision should provide equivalent, alternative arrangements for students.
- The provision should not confer an advantage to any student over other students.

Types of Special Provision

There are three types of Special Provision available to students completing VCE:

- School-based Assessment.
- Special Examination Arrangements.
- Derived Examination Score (DES).

Specific eligibility requirements apply for each type of Special Provision.

ASSESSMENTS SPECIAL PROVISION VOCATIONAL

Students may be eligible for Special Provision if, at any time while studying the VCE, they are adversely affected in a significant way by:

- acute or chronic illness (physical or psychological)
- any factors relating to personal environment
- an impairment or disability, including learning disabilities.

These circumstances do not include matters or situations of the student's own choosing such as involvement in social or sporting activities or school events.

Students granted Special Provision must still complete all work related to satisfactory completion of the outcomes of a unit. Students absent from school for prolonged periods must still comply with the school's authentication procedures to demonstrate that they have completed the work and that the work is their own.

School-based Assessment

Students are eligible if their ability to demonstrate achievement is adversely affected by:

- acute and chronic illness
- long-term impairment
- personal circumstances

Strategies Available:

- rescheduling an assessment task
- allowing extra time to complete the task
- as a general rule students entitled to extra time should receive the following:
 - If the duration of the SAC is one period they should receive an extra 10 minutes.
 - If the duration of the SAC is two periods they should receive an extra 15 minutes.
 - If the duration of the SAC is three periods they should receive an extra 20 minutes

- setting a substitute task of the same type
- replacing a task with a task of a different kind
- using a planned task to assess more outcomes, or aspects of outcomes, than originally intended
- using technology, aides or other special arrangements to undertake the assessment tasks
- deriving a score from other assessments or work completed by the student. This is only available where the above provisions are not feasible or reasonable.

Special Examination Arrangements

Special Examination Arrangements may be approved to meet the needs of students who have disabilities, illnesses or other circumstances that would affect their ability to access the examination including:

- severe health impairment
- significant physical disability
- hearing impairment
- vision impairment
- specific learning disorder
- severe language disorder

Special examination arrangements may take the form of:

- extra reading (not exceeding 10 minutes per hour)
- extra writing time (not exceeding 10 minutes per hour)
- rest breaks
- alternative format examination papers
- permission to use special technological aids such as a computer
- a reader and/or scribe
- a clarifier
- alternative exam venue

ASSESSMENTS SPECIAL PROVISION VOCATIONAL

Derived Examination Score (DES)

Students who are ill or affected by other personal circumstances at the time of an examination and whose examination result is unlikely to be a fair or accurate indication of their learning or achievement in the study may apply for a DES. The purpose of a DES is to ensure that a student's final result for an examination reflects as accurately as possible the level of achievement that would be expected based on the learning and achievement the student has demonstrated in the study over the year.

The DES is not intended to be used to compensate for learning or achievement that has not been possible because of long-term illness or other ongoing conditions that have been present over the year.

EAL Status: English as an Additional Language

A student is eligible for EAL status if:

1. They have been a resident in Australia or New Zealand or other predominately English-speaking country for no more than 7 years or they are a student of Aboriginal or Torres Strait descent whose first language is not English.
2. English has been the student's major language of instruction for a total period of not more than 7 years over the period of their education.

Students who are eligible must complete an application form with relevant supporting documentation.

VCE Vocational Model

The VCE Vocational Major (VCE 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.

To be eligible to receive the VCE VM, students must satisfactorily complete a minimum of 16 units, including:

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

EDUCATION AND TRAINING (VET) STUDENT

As well as Literacy, Students must complete a minimum of three other Unit 3–4 sequences as part of their program. Units 3 and 4 of VM studies may be undertaken together over the duration of the academic year to enable these to be integrated.

The VCE VM can be tailored to the needs and interests of the student, to keep them engaged while developing their skills and knowledge. Students can also include other VCE studies and VET, and can receive structured workplace learning recognition.

Most students will undertake between 16-20 units over the two years.

Vocational Education and Training (VET)

VCE students have an opportunity to select from a wide range of Certificates whilst they complete their senior program.

VET subjects are optional for VCE students. VET is a two-year program that provides an opportunity for students to achieve a nationally recognized qualification that is scored. This means that VET subjects are an industry based, applied learning option that have a study score that contributes towards the ATAR.

Antonine College offers a wide choice of VET certificates through a network of Registered Training Organisations (RTO) that includes: Kangan Institute, Melbourne Polytechnic Centre, NCAT, Educational Living and IVET. While Antonine can host some certificates, in some cases students are required to attend one of the RTO sites. If the subject is taught at the RTO students usually attend one morning or afternoon per week.

VET Assessment:

Students receive an S for a unit of competency if they have demonstrated competence as assessed by their registered training organisation (RTO).

Satisfactory completion of VCE VET units is calculated automatically as students satisfactorily complete units of competency. Most VCE VET programs consist of 4 VCE VET units containing one Unit 3-4 sequence.

More information and support is provided through the VET Coordinator.

Student Appeals

Special Provision

If a student's application for Special Provision for school-based assessment is rejected totally or in part, the student should be notified in writing of the reasons for the decision within 14 days. The student has the right of appeal to the Senior School Learning Leader within 14 days of receiving the decision.

Breach of Rules

Students' have the right of appeal to the VCAA against penalties imposed by the school for breach of rules. This right of appeal does not apply to decisions about satisfactory completion of a course arising from a student's attendance, or other disciplinary decisions of a school not arising from a contravention of VCAA assessment rules.

A student's intention to appeal must be received in writing at the VCAA within 14 days of the Principal's written notification to the student.

Derived Examination Score

Where an application to the VCAA for a Derived Examination Score (DES) is not approved the VCAA will allow the student the opportunity to submit a second application if it:

- a) provides additional evidence of the student's condition or circumstances on the day of the examination that materially add to the evidence submitted with the original application
- b) is received at the VCAA no later than 7 days from the date of the VCAA decision letter.

Appeals Committee

If a student elects to proceed with an appeal against a Special Provision application for school-based assessment, they must put the matter in writing to the Senior Learning Leader within 14 days of notification of a decision. The Principal will convene the Appeals Committee which will consist of the Principal, Senior Learning Leader and the Learning and Teaching Leader.

The student will be notified in writing of the Appeals Committee's decision

PROMOTION POLICY

Year 11

At the end of semester one, students who have failed a number of units will be interviewed with a view to helping them improve their performance in the second semester, or to consider an alternative pathway.

At the end of semester two students who do not receive an S result in their units may not continue directly into Year 12.

These students, with their parents, will be required to attend an interview and may be given some of the following options:

- repeat Year 11
- select a two-year VET program and hence complete VCE over 3 years.
- remain at Year 11 but do one or two 3 & 4 sequences in subjects passed and complete the VCE over a three-year period.
- transfer to a Vocational Model or Pathway Certificate at another school
- consider a Tertiary Course at an Institute (TAFE)
- consider an alternative in continuing their education elsewhere
- seek employment.

Year 12

Students who fail to pass a Unit 3 study will be notified by letter, of the significance of this particular scenario. Students who fail a Unit 3 subject will be withdrawn from Unit 4 of that subject, leaving them with one less three/four sequence. Students who maintain 4 or more three/four sequences (as well as English) may continue in the VCE program. Those who fall below 4 three/four sequences will be counselled as to the options available to them.

Students who fail a Unit 4 study will be notified by letter, of the significance of this particular scenario. Students who fail a Unit 4 study but maintain 4 or more three/four sequences (as well as English) will continue their studies. Those who fall below 4 three/four sequences will be counseled as to their options.

Students and part time work:

Antonine College views students taking on part time work as a positive activity which will assist them in developing their understanding of the world of work. As such, it is a valuable form of preparation in developing possible career paths in addition to enabling students to have access to earned income and to learn about managing their own finances.

However, the College believes that the amount of part time work hours undertaken by a student must be maintained at a moderate level so as not to interfere with studies. Research has demonstrated that the working of excessive hours in part time work will have a significantly detrimental effect on student performance at school.

It should be remembered that the students' priority must be their school studies and consequently these require adequate time in out of school hours to complete the demanding homework requirements in the senior years.

The College will not make any allowances for submission of overdue work or homework due to part time work commitments.

GLOSSARY

Australian Tertiary Admissions Rank (ATAR)	The overall ranking on a scale of 0.05 to 99.95 that a student receives based on his or her Study Scores. The ATAR is calculated by VTAC and used by universities and TAFE institutes to select students for courses.
Competency	Vocational education and training is based on units of competence that are identified by industry as specific occupational skills or generic work competencies.
General Achievement Test (GAT)	A test of knowledge and skills in writing, mathematics, science and technology, humanities and social sciences and the arts. It is done by all students doing a VCE Unit 3 and 4 sequences and used by the VCAA to check that schools are marking School-assessed Tasks to the same standard, as part of the statistical moderation of School-assessed Coursework and as a quality assurance check on the VCAA's marking of examinations and School-assessed Tasks.
Registered Training Organisation (RTO)	An organisation, which is registered and approved to deliver Vocational Education and Training (VET) programs within a defined Scope of Registration.
Satisfactory completion – VCE	The school or other VCE provider decision that a student has demonstrated achievement of the outcomes for a unit. Students receive an 'S' for the satisfactory completion of a unit. If they do not satisfactorily complete a unit, they receive an 'N' for it. Students qualify for the VCE when they satisfy units, which met the program requirements.
School-Assessed Coursework	A school-based assessment that is reported as a grade for either a Unit 3 and 4 sequence or Unit 3 and Unit 4 individually. School-assessed Coursework assessment consists of a set of assessment tasks that assess students' achievement of Units 3 and 4 outcomes.
School-assessed Task	A school-based assessment for a Unit 3 and 4 sequence and reported as a grade. This task is set by the VCAA and assessed by teachers in accordance with published criteria. Tasks are subject to review by a panel appointed by the VCAA.
Structured Workplace Learning	On the job training during which a student is expected to master a set of skills or competencies, related to an accredited course. These courses are generally Vocational Education and Training programmes.

GLOSSARY

School Based Apprenticeships	Structured training arrangements, usually involving on and off the job training, for a person employed under an apprenticeship/traineeship training contract. These may include apprenticeships, part-time apprenticeships or traineeships.
Study design (VCE)	A study design for each VCE study is published by the VCAA. It specifies the content for the study and how students' work is to be assessed. Schools and other VCE providers must adhere to the study designs.
Study Score	A score from zero to fifty which shows how a student performed in a VCE study, relative to all other students doing that same study. It is based on the student's results in school assessments and examinations.
Units (VCE)	The components of a VCE study, usually four units in a VCE study: 1, 2, 3 and 4.
Victorian Certification of Education (VCE)	An accredited senior secondary school qualification.
Vocational Education and Training (VET)	Nationally recognised vocational certificates integrated within the VCE or VCAL.
VTAC	Victorian Tertiary Admissions Centre acts on behalf of universities, TAFEs and other providers facilitating and coordinating the joint selection system. It calculates and distributes the Australian Tertiary Admissions Rank (ATAR).

COLLEGE RESOURCES

Important and Useful Websites:

- Victorian Curriculum and Assessment Authority <http://www.vcaa.vic.edu.au/>
- Victorian Tertiary Admissions Centre <http://www.vtac.edu.au/>
- VCAA page explaining VCAL studies <http://www.vcaa.vic.edu.au/Pages/vcal/index.aspx>
- VCAA page explaining VET studies <http://www.vcaa.vic.edu.au/Pages/vet/index.aspx>
- SAC Notification <https://www.antonine.catholic.edu.au/uploads/2024/SAC-Notification.pdf#asset:29984>
- ICT Acceptable Usage Policy <https://www.antonine.catholic.edu.au/uploads/2024/Policies/ICT-Acceptable-Usage-Policy.pdf>

VCE assessment principles

Assessment is an integral part of teaching and learning that at the senior secondary level:

- identifies opportunities for further learning
- describes student achievement
- articulates and maintains standards
- provides the basis for the award of a certificate.

As part of VCE studies, assessment activities enable:

- the demonstration of the achievement of an outcome or set of outcomes
- judgment and reporting of a level of achievement on a task or collection of tasks for School- assessed Coursework, School-assessed Tasks, Externally-assessed Tasks or examinations.

Monitoring the results of VCE assessment also provides feedback, which informs curriculum implementation, assessment design and curriculum review.

In each VCE study, teachers and schools determine the assessment tasks to be used at Units 1 and 2. In Units 3 and 4, specified assessment tasks are set.

At the Units 3 and 4 level of a VCE study, School-assessed Coursework, School-assessed Tasks, Externally- assessed Tasks and examinations provide assessment results that are used in the calculation of a student's study score.

The key principles underpinning all VCE assessment practice ensure that the assessment instruments enable judgments to be made about demonstration of the outcomes and levels of achievement fairly, in a balanced way and without adverse effects on the curriculum or for the education system.

Assessment should be acceptable to stakeholders – including students, schools, government and the community. The system for assessing the progress and achievement of students must be accessible, effective, equitable, reasonable and transparent.

VCE assessment should be valid and reasonable

The curriculum content to be assessed must be explicitly described to teachers in each study design and related VCAA documents. Assessment instruments should not assess learning that is outside the scope of a study design.

Each assessment instrument (for example, examination, assignment, project, practical, oral, performance, portfolio or presentation) should give students clear instructions. It should be administered under conditions (degree of supervision, access to resources, notice and duration) that are substantially the same for all students undertaking that assessment.

Authentication and school moderation of assessment and the processes of external review and statistical moderation are to ensure that assessment results are fair and comparable across the student cohort for that study.

VCE assessment should be equitable

Assessment instruments should neither privilege nor disadvantage certain groups of students or exclude others on the basis of gender, culture, physical disability, socioeconomic status and geographical location.

Assessment instruments should be designed so that, under the same or similar conditions, they provide consistent information about student performance. This may be the case when, for example, alternatives are offered at the same time for assessment of an outcome (which could be based on a choice of context) or at a different time due to a student's absence.

VCE assessment should be balanced

The set of assessment instruments used in a VCE study should be designed to provide a range of opportunities for a student to demonstrate in different contexts and modes the knowledge, skills, understanding and capacities set out in the curriculum. This assessment should also provide the opportunity for students to demonstrate different levels of achievement specified by suitable criteria, descriptors, rubrics or marking schemes.

Judgment about student level of achievement should be based on the results from a variety of practical and theoretical situations and contexts relevant to a study. Students may be required to respond in written, oral, performance, product, folio, multimedia or other suitable modes as applicable to the distinctive nature of a study or group of related studies.

VCE assessment should be efficient

The study design will set out the minimum number of assessments for teachers and assessors to make a robust judgment about each student's progress and learning. Each assessment instrument must balance the demands of precision with those of efficiency. Assessment should not generate workload and/or stress that unduly diminishes the performance of students under fair and reasonable circumstances.

UNIFORM

Families are also able to get support from the College Chaplains and Antonine Sisters. The College is affiliated with Youth Workers and other Catholic and government services.

Uniform Policy

Uniform Policy applies during school hours (including travelling to and from the College) and when students are engaged in school activities out of school hours. Parents should ensure their child's uniform is being worn correctly.

The Antonine College Uniform Policy aims to:

- Accurately reflect the values of the Antonine Sisters and College community
- Create a sense of collective and individual pride in students and their identification with Antonine College
- Promote a positive College image within the wider community

Uniform Requirements

All students are required to own and wear the prescribed Antonine College uniform daily and for all official and special occasions. Uniforms should be kept clean, pressed and mended, with shoes kept clean and polished.

A written note is required when circumstances arise causing children to wear non-uniform attire.

Uniforms are purchased from Academy Uniforms
238 Wolseley Place, Thomastown

Hair Grooming:

The College expects all students' hair to be neat, clean and kept off face.

- Long hair must be tied back and not cover the eyes. No hair extensions permitted.
- Short hair styles must be neat.
- No extremes in hair colour and styles permitted
- All boys to be cleanly shaven.

PERMITTED ITEMS

- Small ear studs or sleepers (only one per ear)
- Wristwatch
- One religious bracelet and/or necklace

ITEMS NOT PERMITTED

- Make up, including artificial eye lashes
- Coloured nail polish
- Artificial nails/gel nails/long nails
- Visible body piercing/tattoos

Only uniform items authorised by the College are to be worn during school hours.

Items not listed on the College dress code are prohibited.

All items of clothing and equipment must be clearly marked with the child's full name. The College cannot accept any responsibility for the loss of jewellery or other personal belongings.

UNIFORM

GIRLS UNIFORM



BOYS UNIFORM



SPORTS UNIFORM



MACKILLOP

MAROUN

NASSAR

PATERSON

ACCESSORIES



HOUSE SYSTEM

At Antonine College we have established four House groups. As each student joins the College, they are allocated to one of the College's four Houses.

The House system provides opportunities for students to:

- Develop their leadership capabilities and interact with students outside their class and year level
- Participate in a variety of activities (sporting and cultural)

Each year a House Shield is presented on 'Antonine Day' to the House that has accumulated the most points over the twelve-month period. Points are awarded for achievement and participation in all levels of College life.

MacKillop (Red)



MacKillop House is named after Saint Mary MacKillop, the first Australian Saint.

Maroun (Gold)



Maroun House is named after Saint Maroun, the patron of the Maronite Church.

Nassar (Blue)

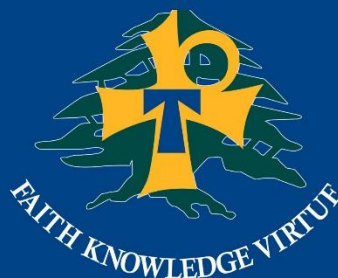


Nassar House is named after Sister Marie Nassar, the first Principal of Antonine College.

Paterson (Green)



Paterson House is named after Andrew Barton 'Banjo' Paterson, famous Australian poet. Paterson's more notable poems include 'Waltzing Matilda'.



ANTONINE COLLEGE

A CATHOLIC CO-EDUCATIONAL COLLEGE F-12

Cedar Campus (Foundation - Year 6): 130 Harding Street, Coburg VIC 3058

Saint Joseph Campus (Year 7 - Year 12): 71 Grandview Ave, Pascoe Vale South VIC 3044

P: (03) 9354 1377

E: enquiries@antonine.catholic.edu.au