

Welcome

VCE Information Evening

Monday 17th February



WANTIRNA
COLLEGE

We Strive, We Achieve, We Excel

wantirnacollege.vic.edu.au

On the land of the Wurundjeri people.

Acknowledgement of Country

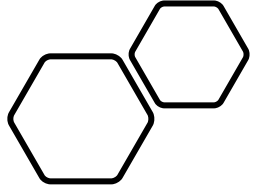




WANTIRNA
COLLEGE

What to expect tonight

- How to obtain the VCE
- VCAA and College wide Policies and Procedures
- VM expectations and structure
- Evidence based study techniques
- Strategies for parents to assist their children to achieve success
- Career and pathway information, including the ATAR
- Opportunity for Q & A



Assistant Principal James Doble

- VCE Terminology
- VCE – Minimum requirements
- Study periods
- Attendance

Key dates: 2025

- VCE Assessment Schedule Published in Compass Resources - 21st Feb
- Year 12 Parent Teacher Conferences – 20th February 4 -7pm (online)
- Year 12 Formal 16th May
- GAT – 17th June
- VCAA – Unit 3 / 4 exams start
- Year 12 Validictory – 25th November



VCE Terminology

VCE Units – The components of a VCE study (subject) are a semester in duration. There are usually four units in a VCE study, Units 1 & 2 (Year 11 level), and 3 and 4 (Year 12 level).

Outcomes – What a student must know and be able to do in order to satisfactorily complete a VCE unit.

School-assessed Coursework (SAC)- Assessment tasks that assesses each student's level of achievement in VCE units.

School-assessed Tasks (SAT)- Assessments that are set by the VCAA to assess specific sets of 'practical' skills and knowledge.



VCE Terminology

VCE VM: is a vocational and applied learning program within the VCE designed to be completed over a minimum of two years. It replaces Intermediate and Senior VCAL.

SBAT (School Based Apprenticeship or Traineeship) offer students the option of combining: part-time employment, school and training.

SWL: SWL (Structured Workplace Learning) is work placement designed to help students apply the skills and knowledge they learn in their VET program in an industry environment.

VET: Vocational education and training (VET): Is learning where you develop targeted and practical skills.

VCE / VCE VM Enrolment options

	VCE	VCE VM*
Includes School-based assessments (SACs or SATs)	✓	✓
Includes External assessments	✓	✗
Can include:		
• VCE studies	✓	✓
• VET units	✓	✓
• Structured workplace learning recognition	✗	✓
Can provide study score towards ATAR	✓	✗

*VCE VM = VCE Vocational Major

VCE Unit 3 & 4 Enrolment options

	VCE	VCE VM*
Undertake the GAT in that year.	✓	✓
Undertake 50 hours of scheduled classroom instruction	✓	✓
Undertake 50 hours of self-directed learning as homework or study	✓	✓
Attend at least 90% of all classes in each subject / Unit and meet the VET attendance requirements	✓	✓

*VCE VM = VCE Vocational Major

VCE Certificate Enrolment requirements

Year 11

Students undertake **six** Unit 1 and Unit 2 sequences

Units 1 and 2 can be completed as single units or as a pair.

Year 12

Students undertake **five** Unit 3 and Unit 4 sequences

Units 3 and 4 **must** be completed as a sequence.

(unable to complete unit 4 only)

Note: Year 11 Students may be undertaking **Unit 3 and 4 sequences** as part of the Early start program. In some circumstances year 12 students may undertake Unit 1 or 2 subjects along with their Unit 3 and 4 classes.

How to be awarded the Victorian Certificate of Education

Requirement for all VCE students
2025 onwards including
VCE (VM) students

2 years

16 Units out of
a possible 22
needed

Minimum 3
English Units,
two of which
must be a 3-4
sequence

Three *other*
Unit 3 and 4
sequences, not
including
English (4 total)

VCE VM Certificate enrolment requirements

Year 11 & 12

The minimum VCE requirement is **satisfactory** completion of **16 units** that must include:

Category	English	Mathematics	Work Related	Personal Dev.	Other
VCE VM or	VCE VM Literacy	VCE VM Numeracy	VCE VM Work Related skills	VCE VM Personal Development	VET Certificate II Level of above
VCE	English group	Mathematics group	NA	NA	
Unit requirements (must complete a minimum of 4 Unit 3-4 sequences)	3 units including a Unit 3-4 sequence	2 units	2 units	2 units	2 units Total of 180 nominal hours

Note: VCE VM Literacy and Numeracy are only available to students enrolled in an eligible VCE VM program.

VCE Certificate Variations

The Senior School Leaders **and** Assistant Principal (Senior School) must **approve** any variation to the VCE / VCE VM arrangements.

The school has an expectation that student enrolled in VCE subjects will complete a scored pathway unless there is extenuating circumstances and supporting evidence.

VCE Certificate variations may include:

1. Extension Programs – CHES or University entry
2. Repeating Subjects already undertaken
3. Reduced VCE program - only approved in extenuating circumstances and/or with appropriate medical evidence.
4. Unscored Pathway – one or more Unit 3 and 4 sequences.


VCE/VCE VM Unit 3 & Unit 4 Approved Absences

VCE Approved Absences	VCE Unapproved Absences
<ul style="list-style-type: none">✓ Absence due to a medical reason <u>supported by a medical evidence / certificate</u>✓ Sport (College approved sporting events)✓ Excursions or incursions✓ Preparation for College events✓ State or National Sport Representation✓ Student Leadership Meetings✓ VET/VM✓ Work Placements.	<ul style="list-style-type: none">✓ Driving lessons/tests✓ Family or personal reasons without prior communication with the Senior School team✓ Holidays, without prior communication and approval from the Senior School team✓ Illness not supported by a medical certificate✓ Medical appointments, without documentation✓ Truancy (staying away from school)

Study Period Guidelines

VCE Study periods are a wonderful opportunity for students to use their time for:

- ✓ effective study,
- ✓ revision,
- ✓ collaboration,
- ✓ completion of practice assessments
- ✓ prepare for SACs
- ✓ set homework



Support is available if you need new study and revision techniques to trial during these study periods.

Study Periods – Process Year 11

Year 11 Process*	Study Period roll marking
Period 1 to 4	Roll marked in Senior Centre in first 5 minutes

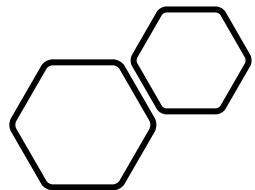
Year 11 students are required to remain at school Period 1-4 including when they have a designated study period.

- Exception - only when attending VCE VET program.
- Teacher absence: Lesson will typically be held with an alternative teacher provided

Study Periods – Process Year 12

Year 12 Process	Study Period roll marking
Period 1 to 3	Roll marked in Pathways Hub in first 5 minutes
Period 4 – Option to leave between the end of period 3 and the end of lunch	No requirement to sign out
Period 4 – Option to stay onsite for independent or collaborative study	Sign-in at the start of period 4 in the Pathways Hub.

If the normal teacher is absent students have their name marked off at the Pathways Hub and remain onsite (Senior Centre or Pathways Hub) to complete set work or appropriate revision.



**Learning and Teaching
Assistant Principal**

Natalie Manser

VCE / VCE VM requirements- Satisfactory Completion



Produce evidence of learning that demonstrates achievement of each learning outcome (knowledge and skills in your developmental rubric)



Submit work on time



Meet authentication requirements



Observe VCAA and school rules, including attendance requirements

Example of a VCE Study Design

Area of Study 2

How is training implemented effectively to improve fitness?

In this area of study students focus on the implementation and evaluation of training principles and methods from a practical and theoretical perspective. They consider the manner in which fitness can be improved through the application of appropriate training principles and methods. Students identify and consider components of an exercise training session, they monitor, record and adjust training. Students explain the chronic adaptations to the cardiovascular, respiratory and muscular systems.

Outcome 2

On completion of this unit the student should be able to participate in a variety of training methods, and design and evaluate training programs to enhance specific fitness components.

To achieve this outcome the student will draw on key knowledge and key skills outlined in Area of Study 2.

Key knowledge

- strategies to monitor and record physiological, psychological and sociological training data, including training diaries, digital activity trackers and apps
- components of an exercise training session including warm up, conditioning phase and cool down
- training program principles, including frequency, intensity, time, type, progression, specificity, individuality, diminishing returns, variety, maintenance, overtraining and detraining
- training methods including continuous, interval (short, intermediate, long and high intensity), fartlek, circuit, weight/resistance, flexibility and plyometrics
- psychological strategies used to enhance performance and aid recovery including sleep, confidence and motivation, optimal arousal, mental imagery and concentration
- nutritional and rehydration recovery strategies including water, carbohydrate and protein replenishment
- chronic adaptations of the cardiovascular, respiratory and muscular systems to aerobic, anaerobic and resistance training.

Key skills

- explain the importance of maintaining physiological, psychological and sociological records of training
- conduct and participate in all components of an exercise training session
- reflect on the physiological, psychological and sociological aspects of participation in a variety of training sessions
- analyse training data to identify appropriate modifications to a training program

Attaining an S for a Unit

Unit 1

Area of Study 1
Outcome 1

Area of Study 2
Outcome 2

Area of Study 3
Outcome 3

S

S

S

Students must attain an S for every Outcome in each area of study to get an overall S for the Unit

Evidence of Learning

Students must produce evidence of learning that demonstrates the knowledge and skills in the developmental rubrics, which are based on the Learning Outcome

Students will be given multiple opportunities to demonstrate the skills in DR.

Classwork (authenticated)

Formative Assessments

Practice SACs

Formal Assessments (SACs & SATS)

Redemption Tasks

CLASSES
Year 10, Year 11
1ACCA

VCE Curriculum

#23 students
Teacher: ED

Continuation
Learning area Business and Economics
Study design Accounting

STUDENT VIEW BULK MARKING GUTTMAN CHART Key skills / knowled... Teacher View

Stretch Skills – students are given the opportunity extend & challenge themselves to achieve academic excellence

Satisfactory Skills – students must

Outcome 1: Nature and role of accounting

Outcome 1: Explain and apply relevant qualitative characteristics and accounting assumptions

Outcome 1: The Accounting Equation and the Balance Sheet

I can use specific language to explain all accounting terms (CC, AA, Elements etc.) and relate it to the correct situations

I can apply theoretical knowledge to actual and simulated situations related to the Accounting Equation and the Balance Sheet

01 The role of accounting
1.3 The Accounting Equation...

Logs granular steps











Each skill in the rubric is assessed as either:

1. **Not Yet Assessed** - I have not yet had the opportunity to demonstrate skill/ knowledge in the granular steps.
2. **Not Yet Demonstrated** - I have not yet demonstrated skill / knowledge in the granular step.
3. **Demonstrated** - I have demonstrated skill / knowledge in the granular step.

- Not Yet Assessed
- Not Yet Demonstrated
- Demonstrated

Student & teacher	Working towards Satisfactory	the area of study	assumptions	owner's equity, revenues and expenses
I need support	X		X	X
Key skills / knowledge		1.1 Nature and role of accounting	1.2 Accounting Assumptions and Qualitative Characteristics	1.3 The Accounting Equation and the Balance Sheet
Organising elements		01 The role of accounting	01 The role of accounting	01 The role of accounting
Outcome A		Outcome 1: On completion of this unit the student should be able to describe the resources required to establish and operate a business, and select and use accounting reports and other information to discuss the success or otherwise of the business.	Outcome 1: On completion of this unit the student should be able to describe the resources required to establish and operate a business, and select and use accounting reports and other information to discuss the success or otherwise of the business.	Outcome 1: On completion of this unit the student should be able to describe the resources required to establish and operate a business, and select and use accounting reports and other information to discuss the success or otherwise of the business.
Area of study		Area of Study 1: The role of accounting	Area of Study 1: The role of accounting	Area of Study 1: The role of accounting
Unit		Unit 1: Role of accounting in business	Unit 1: Role of accounting in business	Unit 1: Role of accounting in business
Study design		Accounting	Accounting	Accounting
Learning area		Business and Economics	Business and Economics	Business and Economics

Key Skills & Knowledge unpacked from the VCAA Study Design


Stretch	X	X	X
Working towards Stretch			
Working towards Stretch	I can use standardised scores or z-scores to compare data		
Working towards Stretch	I can convert standardised scores back to original pieces of data	I can interpret a histogram with a log scale	I can determine the equation of the least squares regression line using the formulas
Working towards Stretch	I can interpret a standardised score in the context of the problem	I can construct a histogram with a log scale	I can find the equation of the least squares line from a scatterplot
Satisfactory	I can summarise univariate data CS 	I can construct and interpret a range of graphical displays CS	I can find the equation of the least squares regression line and use it to make predictions CS
Working towards Satisfactory		I can describe an association between two numerical variables	
Working towards Satisfactory		I can describe an association between one categorical and one numerical variable	
Working towards Satisfactory		I can describe an association between two categorical variables	
Working towards Satisfactory	I can calculate a standardised-score for an actual piece of data from a normal distribution	I can construct a normal distribution to represent a set of data, given the mean and standard deviation 	
Working towards Satisfactory	I can use the 68 - 95 - 99.7% rule to interpret and analyse normally distributed data	I can construct parallel boxplots 	
Working towards Satisfactory	I can determine summary statistics of a data set	I can construct two-way tables	
Working towards Satisfactory	I can explain which measure of centre is more appropriate to use based on the shape of a set of data	I can describe a histogram by referring to shape, centre and spread 	I can distinguish between correlation and causation
Working towards Satisfactory	I can compare the shape of distributions	I can construct a histogram from numerical data 	I can explain the limitations of extrapolation • • •
Working towards Satisfactory	I can compare two data sets using measures of centre and spread	I can construct and interpret boxplots 	I can use a least squares regression line to make predictions
Working towards Satisfactory	I can find the standard deviation for a set of data	I can construct and interpret dot and stem plots 	I can determine the equation for the least squares line using a CAS calculator
Working towards Satisfactory	I can determine possible outliers using upper and lower fences	I can construct and interpret bar charts (including segmented bar charts) 	I can construct a scatterplot
Working towards Satisfactory	I can classify types of data	I can construct and interpret frequency tables for categorical and numerical data 	I can identify the explanatory and response variable
I need support	X	X 	X
Key skills / knowledge	1.01 Summarising and Comparing Univariate Data	1.02 Graphical Displays and Investigating Associations	1.03 Representing relationships between two numerical variables
Organising elements	Investigating and comparing data distributions	Investigating and comparing data distributions	Investigating and comparing data distributions
Outcome A	Outcome 1: On completion of this unit the student should be able to define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.	Outcome 1: On completion of this unit the student should be able to define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.	Outcome 1: On completion of this unit the student should be able to define and explain key concepts as specified in the content from the areas of study and apply a range of related mathematical routines and procedures.
Area of study	Area of Study 1: Data analysis, probability and statistics	Area of Study 1: Data analysis, probability and statistics	Area of Study 1: Data analysis, probability and statistics
Unit	Unit 3: General Mathematics	Unit 3: General Mathematics	Unit 3: General Mathematics
Study design	General Mathematics	General Mathematics	General Mathematics



Not Satisfactory VCE result

The student will receive an N (not satisfactory) for a unit if the teacher determines that the student has:

Not produced sufficient evidence of learning to demonstrate achievement of the outcomes (knowledge and skills in the developmental rubric)



Not met deadlines



Authentication issues



Attendance requirement not met (90%)



Been a substantial breach of VCAA rules and the school's rules and procedures.

Missed SACs / SATs in VCE



If a student is absent on the day of the scheduled SAC, the **SAC reschedules** are **Tuesday and Thursday afterschool** in the Senior Centre from 3:15 pm – 4:30 pm. (24 hrs notice given)



The Classroom Teacher will update Learning Task on Compass, as well as complete an **'Assessment Reschedule'** chronicle entry on **Compass** the day of the missed SAC



Missed SACs require appropriate **evidence (i.e., medical certificate)** for students to be eligible for a score.



All evidence must be submitted to the General Office in person or via email **within five days** and must be submitted to be **scored for the SAC**.



NOTE: The date on the medical certificate must correspond with the SAC date. **Back-dated medical certificates will not be accepted.**

VCE School Based Assessments – Details

- Assessment SACs / SATs Schedule - published in Compass in school documentation from 21st Feb 2025.
- Teachers should inform students of the SAC / SAT date (7 days prior), give details about the format and provide appropriate practice SACs prior to the outcome
- **English SACS have already been provided to students**
 - Term 1 Week 7 - Thursday 13th March Year 12 English SAC 1 (3:15-4:30pm)
 - Term 2 Week 2 - Thursday 8th May Year 12 English SAC 2b (3:15-4:30 pm)
 - Term 2 Week 3 - Thursday 8th May Year 12 English SAC 2b (3:15-4:30 pm)
 - Term 2 Week 6 - Monday 26th and Tuesday 27th May Year 12 Eng Oral (as scheduled)
 - Term 2 Week 11 - Thursday 3rd July Year 12 English SAC 4 (3:15-4:30 pm)
 - Term 3 Week 7 - Thursday 4th September Year 12 English SAC 5 (3:15-4:30 pm)

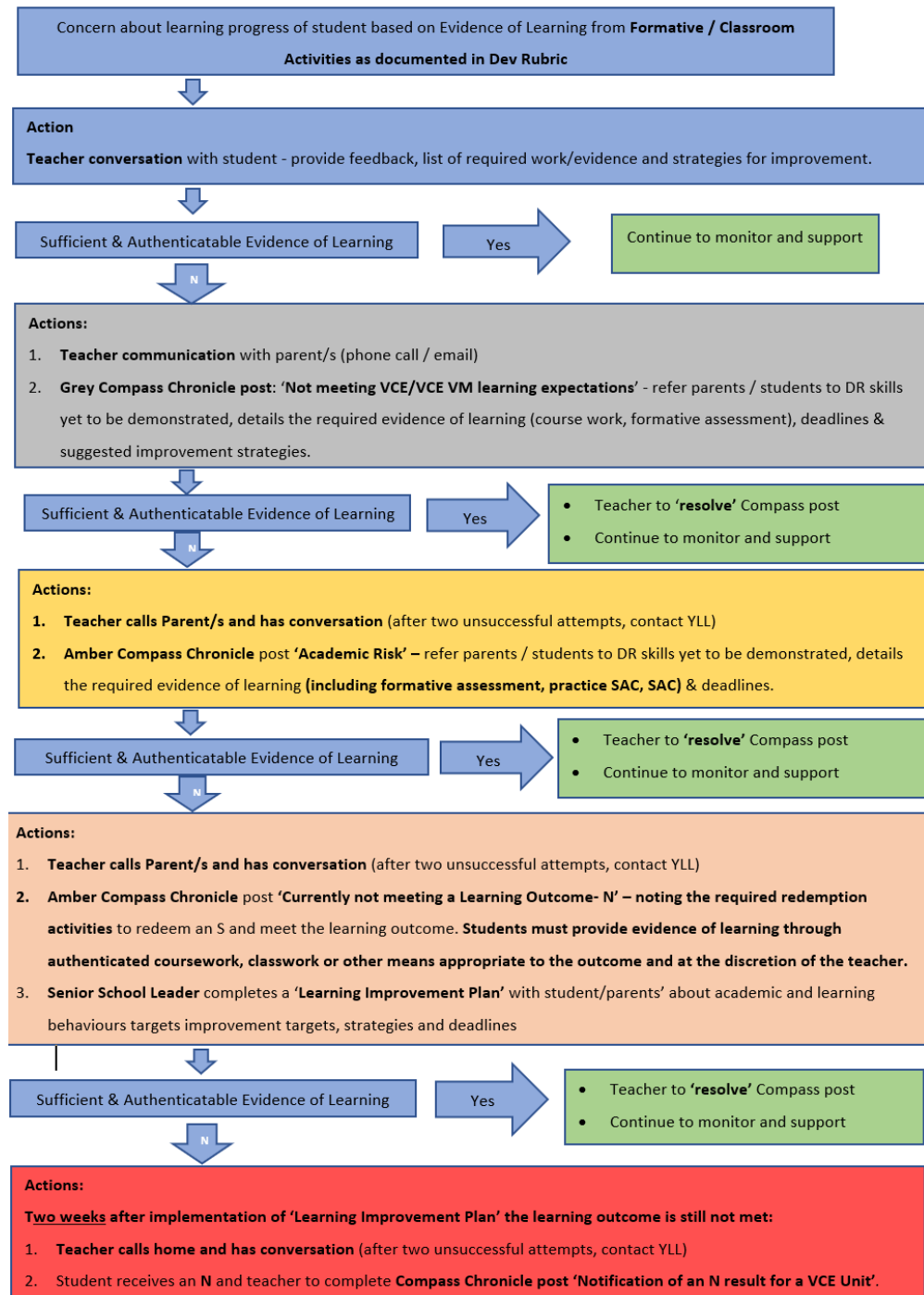
Learning Monitoring Process 2025

Early identification of students not meeting learning expectations

Prioritises using the rubrics and formative assessment to monitor progress and to identify skills to be demonstrated

Move away from SAC resist as redemptions

Learning Improvement Plans – Compass Chronicles



General Achievement Test - GAT

The GAT is in two Sections – Section A and Section B.

Date: Tuesday 17th June

All students completing a Unit 3 and 4 sequence (including VM and unscored) undertake Section A: Numeracy and Literacy testing.

Students enrolled in **one or more scored** VCE or VCE VET Unit 3-4 sequences sit both Section A and B.

- ✓ Doesn't go towards ATAR
- ✓ Used to validate SAC gradings and exams
- ✓ Used to calculate Derived Examination Scores. Important to do well in case you can't attend exams!

Exams

Year 11

- Unit 1 and Unit 2 exams in Term 4

Year 12

- **Performance and languages oral examinations:**

Monday 7 October 2025 – Sunday 3 November 2024

- **Written Examination period: Written examinations**

Tuesday 28 October 2025 – Wednesday 19 November 2025

- The examination makes up at least 50% of the overall grade in most Unit 3 & 4 subjects.
- VCAA publishes the exam timetable (May)
- Unit 3 & 4 Coursework finishes end of Term 3
- Exam Revision Term 4 (Not VM / SBAT)

Special Provision



- Students may be eligible for Special Provision if, at any time, they are adversely affected in a significant way by:
 - an acute or chronic illness (physical and psychological)
 - a long-term impairment or disability
 - personal circumstances.

Special Examination Arrangements applications are made to the VCAA through the school and must be endorsed by the principal. Such applications will be considered by a VCAA panel.

This should be completed by the end of term 1.

Additional Learning Support & Enrichment



Explore: Study skills, revision techniques, pathways planning



Senior School Boost- Every Thursday afterschool – **Study Groups Encouraged**



Learning Recovery; Thursday afterschool as required by subject teacher



Year 11 and Year 12 **Academic Review Conferences Term 1 and 3**



Wellbeing / Senior School: School life balance, time and stress management



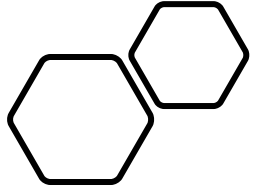
Classroom Teacher: feedback, additional support



Careers and Pathways Advice: help navigate life after Wantirna College



CHES at Year 12 (centre for high education studies)



Leader of Pathways and Transitions

Mr. Darren Hoogkamer



Applied Learning is.....

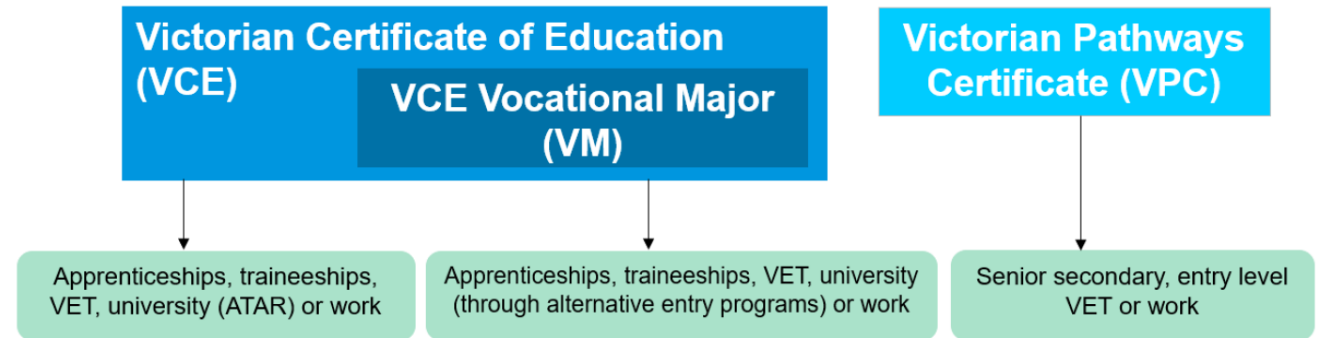
“Applied learning is an approach, which emphasises the relevance of what is being learnt to the ‘real world’; the world outside ‘the classroom’, and makes that connection as immediate and transparent as possible. Partly as a result of this, applied learning involves students and their teachers in partnerships and connections with organisations and individuals outside school.”

VCE VM

Requirements

- Study Designs
- Meeting the outcome
- Evidence of Learning
- SATs

Year 11 and 12 Options



Pathways beyond year 12

	Further study options	Employment options
VCE	Tertiary study options requiring an ATAR	Apprenticeship or employment
VCE-VM	Tertiary study options not requiring an ATAR	Apprenticeship or employment

Structure of the VCE VM Year 11 & 12

VCE Vocational Major

Students complete at least 16 units including:

- **Three** Literacy or VCE English units (including a Unit 3 and 4 sequence)
- **Three** other Unit 3 and 4 sequences
- **Two** Numeracy or VCE Mathematics units
- **Two** Work Related Skills units
- **Two** Personal Development Skills
- 180 hours of VET at Certificate II level or above

Students can also include other VCE subjects and structured workplace learning.

Head Start

Supporting School Based
Apprenticeships and
Traineeships



Structure of the VCE VM

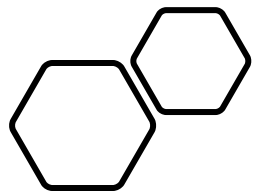
Year 11 & 12

Option 1 - Hybrid Model

- All students will be at school Monday-Friday
- Other VCE subjects and VET
- Work placements will take place during end of year examination period

Option 2 - SBAT

- Students are at school Monday, Tuesday & Friday
- VM subjects only (same classes)
- Not completing a VET
- Completing a School-Based Apprenticeship and Traineeship (SBAT)



Careers and Pathways Mrs. Jessie Dennison

Study Scores
Scaling
ATAR
Tertiary application



VCAA & VTAC



Who?

Wantirna College staff

Role

SACs & SATs



VCAA – Victorian Curriculum & Assessment Authority

GAT, subject exams, Study Scores



VTAC – Victorian Tertiary Admissions Centre

Scaling of Study Scores, ATAR, Tertiary application and offer process

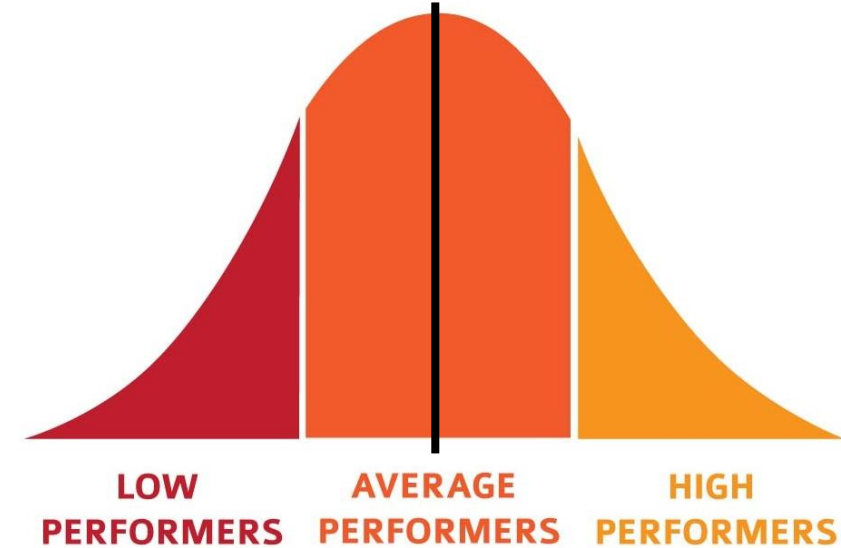
What is a Study Score?

- The final score for each subject as determined by VCAA
- Ranges from 0-50
- It is a ranking
- Indicates performance in relation to all others
- Calculated from SACs, SATs and exams by VCAA
- 30 is the mean score



How hard is it to get a 40? A 50?

The mean score is 30. This means that if you get a raw Study Score of 30 you have performed better than 50% of all students who took the same subject that year.



About 70% of the cohort for a study is ranked between 23 – 37.

To obtain a raw score of 40 – this would mean that you would have performed better than around 91% of students in Victoria this year for that subject.

To obtain a 50 – you need to be the top ranked student. You will be in the top 0.3% of the state.

Remember – every Year 12 in the entire state is taken into consideration here!

How are Study Scores used?

- Study scores calculated by the VCAA will be used by the Victorian Tertiary Admissions Centre (VTAC) to calculate the ATAR.
- VTAC scales the scores to ensure fair comparison, as each study represents a unique cohort



What is scaling? Why is it done?

- Scaling adjusts for the fact that it is more difficult to obtain a high VCE Study Score in some studies compared to others.
- It is NOT because some studies are necessarily “harder” or “easier” – it is because some studies attract a more competitive cohort.
- Scaling ensures that students are neither advantaged nor disadvantaged based on the subjects they choose.
- All VCE study scores are scaled by VTAC.



Should the impact
of scaling
influence subject
choices?

Definitely not!

Students should be undertaking subjects
that they:

Are good at

Enjoy

Require as a
“prerequisite” for
university courses

Australian Tertiary Admission Rank (ATAR)

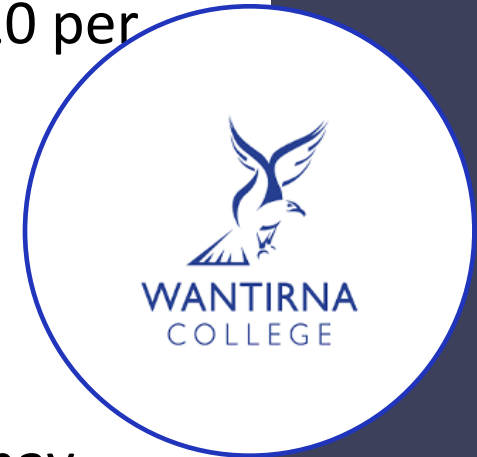
HOW IS IT CALCULATED?

- The ATAR is a **rank** based on each student's study scores by adding:
 - The VTAC scaled study score in one of English, English Language, Literature or English as an Additional Language (EAL)
 - The next best three VTAC scaled study scores permissible; and
 - 10% of the fifth (and sixth) permissible scores that are available.
- *The first four subjects are known as the "Primary Four"*



Interpreting & using the ATAR

- The ATAR is a number between 0.05 and 99.95 with increments of 0.05 that indicates a student's achievement relative to other students. For example, an ATAR of 80.00 means that the student is in the top 20 per cent of the VCE cohort.
- An ATAR may be required for university entrance .
- Not *usually* used for TAFE entry, but a small number of courses may require an English study score.
- It is a selection instrument for higher education and does not serve any other purpose.



Example of an ATAR calculation

Year	Study	Study Score	Scaled Score	2023 Aggregate Contribution
2023	English Language	34	36.47	36.47
2023	Visual Communication Design	48	47.76	47.76
2023	Maths: General Mathematics	43	41.59	41.59
2023	Psychology	41	40.21	40.21
2022	Health and Human Development	40	36.86	3.68
2023	Dance	27	26.13	2.61
Aggregate				172.32
Aggregate converted to an ATAR of				95.65

Subject	Study Score
English	30
Further Maths	30
PE	30
Health and Human Development	30
Biology	30

How your performance in
EVERY subject impacts your
ATAR

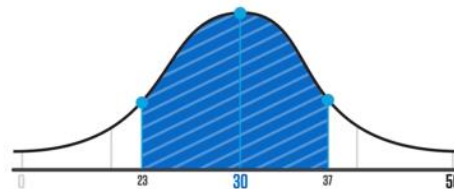


**ATAR
Score 60**

Subject	Study Score
English	35
Further Maths	35
PE	35
Health and Human Development	35
Biology	35

30 is the average Study Score.

By performing “above average” and increasing the Study Score up to 35 for each subject – look at how the ATAR is greatly impacted!



**ATAR
Score 78**

Why an ATAR might be important

If a student achieves their highest ATAR possible, they are maximising their opportunities.

It is the most straightforward means of entering university after Year 12.

However, students have many options for alternative pathways.

Students should view the ATAR that they are aiming for as an opportunity, not a cause of undue stress. They should set goals, but not be pre-occupied with the ATAR.

The Career Practitioners will work with all Year 12s to assist them develop their pathway plans. Parents are welcome to be involved.



Applying for Tertiary Study

This is completed through VTAC (there are a few exceptions)

Process begins in early August

Students are able to change preferences until 2 days after ATAR is released

Careers practitioners will guide students through this process

Starting their research

Students in Year 12 need to make an appointment via Compass to see Careers Practitioners.

Year 11s are welcome to message us.

VTAC Course Search – search courses, look at ATAR & Course Requirements.

Year 11 and 12 students should be aware of prerequisites – these differ between institutions.

Example ~ Bachelor of Science at Monash University

82.00*

Lowest ATAR plus any SEAS or other adjustment factors

Course code: 2800328453

Year 12 Prerequisite (Compulsory)

- Units 3 and 4: a study score of at least 27 in English as an Additional Language (EAL) or at least 25 in English other than EAL
- Units 3 and 4: a study score of at least 25 in one of Biology, Chemistry, Environmental Science, Geography, Maths: Mathematical Methods, Maths: Specialist Mathematics, Physics or Psychology.

Special Entrance Access Scheme (SEAS)

SEAS can lead to adjustment of ranking by University for a particular course. It is relevant where ATAR is used as a selection tool. All VTAC applicants are strongly advised to apply, as criteria such as address and school location may be applicable.

Categories

1. Personal Information
2. Financial
3. Medical
4. Difficult Circumstances

Evidence Required for SEAS



Information will be delivered to students in Terms 2 and 3



Resources will be posted on Teams (for students), Compass and in the school newsletter



Category 2 (Financial) – proof of Centrelink payments is sufficient. For other hardships, a statement of support from a “responsible person”.



Category 3 (Medical) – includes any learning, physical, sensory, psychiatric or mental health medical condition, illness or disability. Evidence from a **specialist** is preferred.



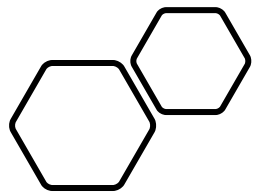
Category 4 (Difficult circumstances) – usually require a statement of support from a “responsible person”.

Supporting your child from a pathway's perspective



WENTWORTH
COLLEGE

Encourage	Encourage your children to make an appointment with Mrs Jessie Dennison or Mr Tim Knowles.
Support	Support your children to engage in subjects that they are good at and enjoy. Dissuade them from getting caught up in “scaling talk”.
Help	Help your child with setting goals for their ATAR, but help them to reduce their stress - remind them that there are many pathway options available.
Keep up to date	Keep up to date with communication via Compass and the school newsletter.



Leader of Learning and Improvement

Ms. Elise Roper



Supporting students in their study

What works best?

Study and homework requirements at VCE / VCE VM

- ✓ Each VCE unit involves **50 hours of scheduled classroom instruction.**
- ✓ VCAA recommends **students undertake up to 50 hours of self-directed learning for each unit.**
- ✓ To achieve **50 hrs of self-directed learning at home** for each unit, students across VCE should **undertake at least 15 hrs of study per week (2-3 hrs a day).**
- Minimum of **3-4 hours per subject per week** (more around assessments / examinations)
- 2- 3 hours per day (why study periods are so important)
- **Learning Boost & Learning Recovery every Thursday afterschool in Senior Centre 3:15 - 4:00pm**

Homework vs study

- **Homework** is completing specific tasks that have been set by a teacher, or work that was not completed in class
- **Study** is a deliberate action that a student completes to strengthen their memory by revising previously learnt concepts
- **Revision** → “Re” means ‘to do again’; ‘vision’ means ‘seeing’ → revision literally means to go over concepts and skills that students have already been exposed to

Common study techniques

- Using glossary or flashcards for key concepts
- Completing mind-maps and brainstorms
- Watching a YouTube video or listening to a podcast on the topic
- Copying out the information from slides into a workbook
- Summarising notes for each lesson at the end of each day
- Completing 'brain-dumps' for a chosen topic
- Rereading pages from the textbook
- Highlighting key words in the textbook

Not all study techniques are equal.

Effective

- Using flashcards for key concepts
- Completing mind-maps and brainstorms
- Summarising notes for each lesson at the end of each day
- Completing 'brain-dumps' for a chosen topic

Less effective

- Watching a YouTube video or listening to a podcast on the topic
- Copying out the information in slides into my workbook
- Rereading pages from the textbook
- Highlighting key words in the textbook

Not all study techniques are equal.

Evidence has identified that techniques that retrieve information from long-term memory are more beneficial for student's retention and application of information.

Retrieval practice

What are the benefits of Retrieval Practice?

Identifies gaps in knowledge

Makes connections
between content and skills

Checks for misconceptions

Strengthens and makes
robust connections

Makes new learning easier

Use at home as part of an
effective revision strategy

Retrieval practice at home placemat

Self –test

Use your notes/textbook to create a quiz to self-test yourself.

Flashcards

Create a set of flashcards with Q&As, ready to test yourself.

Past papers

Complete a past exam paper and use the mark scheme to self-assess.

Revision clock

Break down the topic into 12 sections and complete a revision clock.

Brain dump

Complete a brain dump with as much as you can recall then check your notes to see what you forgot.

Mind map

Create a mind map from memory, then check, review and add to your mind map.
(use your flashcards)

Infographic or Graphic organiser

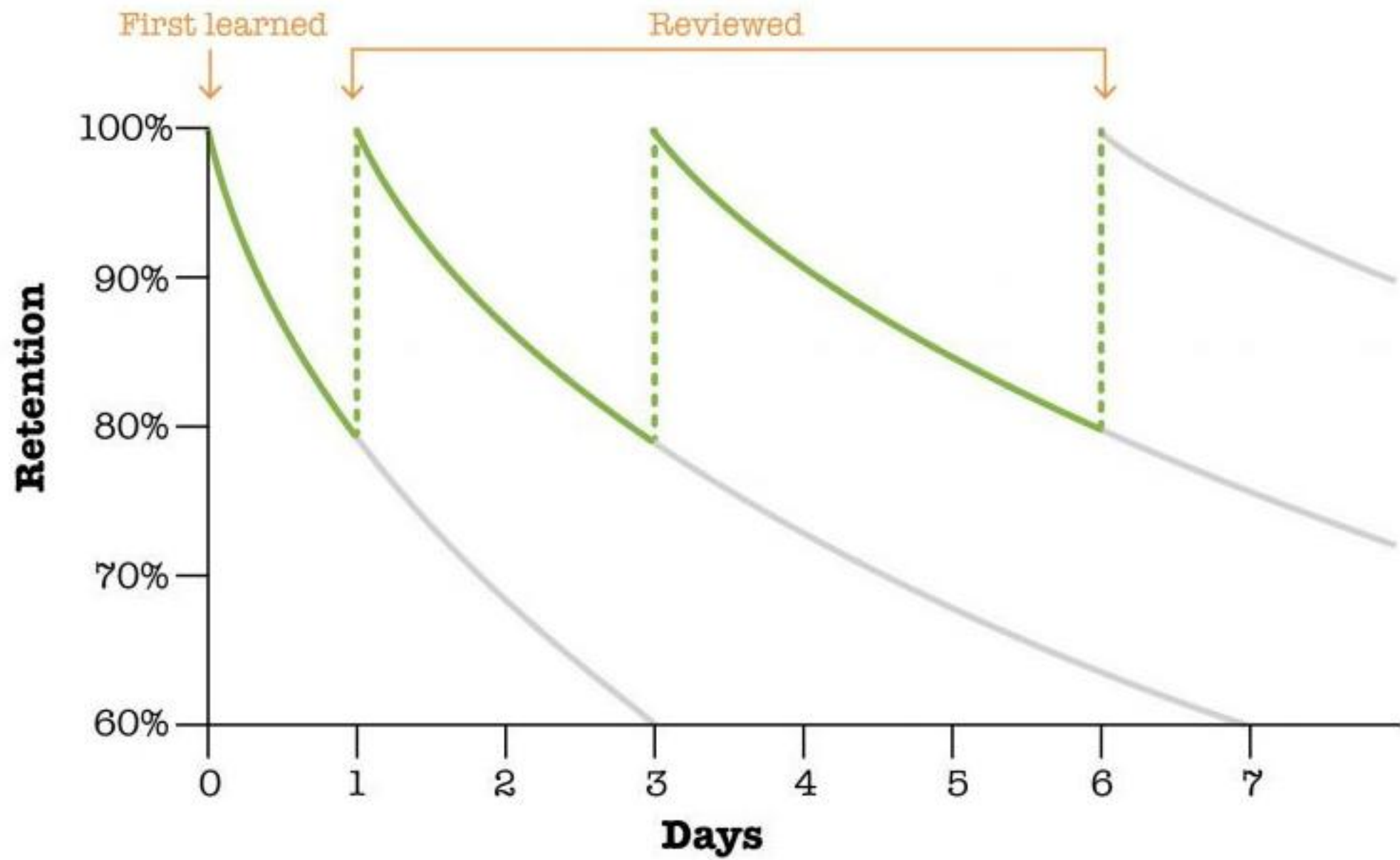
Create an infographic with sketches and notes from memory.

How, Why, When, What

Write a series of questions that you will when answered cover the key knowledge or skills. Write from memory, then check your notes.

Retrieve, record & review!

Record yourself retrieving as much information as you can verbally then listen back and review.



Beyond Retrieval practice

What are the techniques can students focus on?

Study Planners

Pomodoro Technique
(25 minutes – 5 minutes break)

Collaboration in Study
Schedule with peers

Study Boost

Tutors

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**Got a
question?**

Q & A Panel

Panel members:

- Ms Jessie Dennison (Careers & Pathways Practitioner)
- Mr Darren Hoogkamer (Senior School Representative)
- Ms Nicholetta Rigano (Parent Representative)
- Ms Jessica Huljak (2024 VCE graduate on the Honour Roll)
- Ms Fiona Bui (Current Year 12 VCE student)
- Ms Stephanie Coffey (Current Year 12 VM student)
- Mr Tyler David (2024) VM graduate)

Getting in Touch

If you have any questions after tonight's VCE information evening, please do not hesitate to contact:

- Mr. James Doble (Senior School Assistant Principal): DOB@wantirnacollege.vic.edu.au
- Ms. Natalie Manser (Learning and Teaching Assistant Principal) MAR@wantirnacollege.vic.edu.au
- Mr Tim Pearson (Student management & engagement): PET@wantirnacollege.vic.edu.au
- Ms. Elise Roper (VCE Improvement): ROP@wantirnacollege.vic.edu.au
- Mr. Stuart Horner (9-10 Learning Improvement) HOR@wantirnacollege.vic.edu.au
- Mr. Darren Hoogkamer (Pathways and Transitions) HOO@wantirnacollege.vic.edu.au
- Ms. Jessie Dennison (Careers & Pathways): DEN@wantirnacollege.vic.edu.au
- M.r Tim Knowles (Careers & Pathways): KNO@wantirnacollege.vic.edu.au

Thank you for attending

Year 12

- Ms Della Zhang (Year 12 Year Level Leader) ZHA@wantirnacollege.vic.edu.au
- Ms Hervaye Lobriza-Kalt (Year 12 Year Level Leader): LOB@wantirnacollege.vic.edu.au

Year 11

- Mr Stephen Daw (Year 11 Year Level Leader): DAW@wantirnacollege.vic.edu.au
- Ms Michaela Piritidis (Year 11 Year Level Leader): PIR@wantirnacollege.vic.edu.au

Year 10

- Mr. Shaun Rawson (Year 11 Year Level Leader): RAW@wantirnacollege.vic.edu.au
- Ms.Mel Zulfic (Year 11 Year Level Leader): ZUL@wantirnacollege.vic.edu.au