

St Anne's College

VCE Information Night

Nothing without joy: Loris Malaguzzi

Presented by Sarah Baglin
21/2/2024



Acknowledgement of Country

We acknowledge and pay our respects to the Yorta Yorta people, on whose ancestral lands we meet tonight.

The Australian Indigenous story has many chapters, some coloured with discovery and some blacked out with dispossession, some heart warming and some heartbreaking, some hidden and some heralded.

We recognize the intrinsic connection to the land for Aboriginal people, as well as water resources within the landscape, and commit ourselves to care for it with gentleness, patience, strength and compassion, rather than merely as something to be bought and sold, as we journey towards reconciliation.





Prayer

Let us Pray:

In the name of the Father....

God who walks with us,
be our guide this Lent.

Sustain us in our fasting, inspire us in our praying, lead us in our giving.

May we work together as a community,
walking shoulder to shoulder
with our sisters and brothers around the world
until all live life in fullness.

We pray in the name of Christ.

Amen.



Graduate Outcomes

At St Anne's College we
aspire for our graduates
to be:



Engaged learners, risk takers and confident leaders

Able to apply literacy and numeracy skills capably

Collaborative global citizens who are agile in transferring learning

Stewards of our environment

Skilful, responsible and competent users of technology

Socially respectful, value diversity and act justly

School of Possibilities Staff

Principal: Susan Carroll

Deputy Principal (Wellbeing and Community Engagement): Kate McGrath

Deputy Principal (Teaching and Learning): Cherie Boltong

School of Possibilities Leader- Teaching and Learning: Sarah Baglin

School of Possibilities Leader- Community and Wellbeing: Mez Lia

VCE Coordinator: Chris Segrave

Applied Learning Coordinator: Belinda Gleeson

Careers Practitioner: Belinda Gleeson and Naomi O'Connor

Teaching Staff:

Christian Steri, Jamie Kelly, Brooke Kelly, Justin Wilhelm, Nicole Dainton, Dion Prince, Troy Lowe, Anu Augustine, Elizabeth Holligan, Anthony Holligan, Bek Ryan, Lila Delahenty, Sham Akan, Lan Nguyen, Peter O'Brien, Mark Almond, Jacinta Cari, Stephen Kealy, Rebecca Lowe, Chelsea Nicholson, Kasey Senior

Learning Support Officers: Jacqui Avard, Leesa Shannon, Aaron Niglia, Sarah Chaston, Kaitlin Bonner, Trent Herbert.



Wellbeing in the Senior Years

School Leader - Community Wellbeing

Meredith Lia

The Resilience Project



The Resilience Project

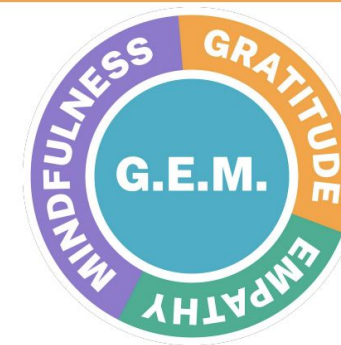
- positive mental health strategies
- build their capacity to deal with adversity.
- simple changes - change from, 'I have to ...' to 'I get to ...'

EMOTIONAL LITERACY

Our ability to label our emotions as we experience them. Labelling our emotions helps us to manage our emotions (soften negative emotions and find positive emotions). We practice this by labelling our emotions as we experience different parts of our day.

GRATITUDE

Paying attention to the things that we have right now, and not worrying about what we don't have. We practice this by noticing the positives that exist around us.



EMPATHY

Putting ourselves in the shoes of others to feel and see what they do. We practice this through being kind and compassionate towards other people.

MINDFULNESS

Our ability to be calm and present at any given moment. We practice this through slowing down and concentrating on one thing at a time. This could be our breathing, completing a colouring sheet or noticing the noises we can hear.

Wellbeing at St Anne's College



Mental health and wellbeing is an important consideration when undertaking VCE.

- overwhelmed
- stressed

Wellbeing staff- Mel, Fi and Eliza- can be contacted in a variety of ways.

1. Go to wellbeing office and arrange a time
2. Pastoral Group Learning Mentor or School Leader can contact the Wellbeing team
3. "Student Wellbeing Self-referral Form" link on SIMON



How can you support your child?



Parents have a **vital** role to play

- Time management
- Eating and Sleeping routines
- Stress management and help seeking
- Supporting organisation - due dates
- Assisting with minimising distractions at home
- study space
- Balancing work, social, sporting and school commitments.



For more practical tools and advice on beating procrastination visit www.thedesk.org.au
Your free toolbox for success and wellbeing while you study

How can you support your child?



Developing a Schedule



Sit down with your student and map out an ideal week, including:

- times for sleeping (at least eight hours a night)
- times for unwinding and relaxing
- best breakfast foods
- the best times for study
- the best time of the week for consolidating notes and extending memory
- time to catch up with friends
- required school hours
- time for part-time work (ideally, less than 10 hours a week while completing VCE)
- how to handle social commitments around OAT/SAC/Exam times.

GET YOUR 8 HOURS

How can you support your child?



Study Timetable-
located on the
student shared
folder or the
Elevate website:
<https://austudent.elevateeducation.com/media/books-planner/study-timetable>

STUDY TIMETABLE

	Monday	Tuesday	Wednesday	Thursday	Friday
4pm					
5pm					
6pm					
7pm					
8pm					
9pm					
10pm					
11pm					
12am					

	Saturday	Sunday
6am		
7am		
8am		
9am		
10am		
11am		
12pm		
1pm		
2pm		
3pm		
4pm		
5pm		
6pm		
7pm		
8pm		
9pm		
10pm		
11pm		
12am		

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How can you support your child?



As a parent of a VCE student, keep yourself informed. Stay connected via PAM, email and il Giornale.

Access to the VCE Assessment Calendar - [Unit 1](#) and [Unit 3](#)

Be aware of assessment schedules and dates.

Stressed students don't always store detailed information well, so take notes of key dates and requirements.

Avoid making plans for family holidays around key assessment dates and exams.

Year 12 students should avoid absences, unless ill - appointments outside of school time



How can you support your child?



Communicate with staff around expectations

- homework
- home study
- study space
- redirect chores at stressful times
- study club Wednesday after school



How can you support your child?



There will be tears, there will be meltdowns!

When a meltdown occurs, think about what your child needs.

- Food?
- Rest?
- Exercise?
- Connection with family and friends?
- Support with their school work?



What you do is more important than what you say.

- Stay calm yourself. Getting upset or fuelling their narrative will only make it worse
- Providing meals, comfort and reassuring hugs
- Try to avoid getting into debates or arguments, no-one will win!
- Feed them. Hydrate them. Rest them.
- Talk about it the next day when everyone is a little more relaxed.

VCE Policies and Procedures

VCE Coordinator

Chris Segrave

VCE Policies and Procedures



Students at St Anne's will access two main pathways in Year 11 and 12:

Victorian Certificate of Education (**VCE**) Pathway

Victorian Certificate of Education Vocational Major (**VCE-VM**) Pathway

In both pathways, students also have access to studying a VET program.

VCE Policies and Procedures



Below you will find a link to the St Anne's College VCE Handbook. This resource provides you with vital information about VCE and the implementation of VCE policies and procedures here at St Anne's.

It is essential that you and your child are familiar with the important information in this publication.

[VCE_VCE VM Handbook](#)

Victorian Certificate of Education (VCE)



- VCE provides a valuable pathway to tertiary education, including Universities, and many employment opportunities. You have a variety of study options in VCE through which you can pursue your interests and build your skills.

Minimum Requirements for VCE

- To achieve your VCE you must successfully complete at least 16 units (although most students will complete 20 -24 units) including:
 - three units from the **English** group, two of which must be a Unit 3 and 4 sequence.
 - at least three additional **Unit 3 and 4 sequences** of your choice.
 - At St Anne's College, also a requirement for students to complete a Religious Education subject at each year of their VCE study - Unit 2 Religion and Society

VCE Information

General Information

Satisfactory VCE unit result - The student will receive an S (satisfactory) for a unit when the teacher determines that the student has:

- produced work that demonstrates achievement of the outcomes
- submitted work that is clearly their own.
- Decisions about satisfactory completion of a unit are solely the responsibility of the school.
Results for each unit are based on a judgment of satisfactory or non-satisfactory achievement of outcomes.
- Students at St Anne's College will be given every opportunity to achieve an 'S' for their subjects.

Victorian Certificate of Education (VCE)



How is the VCE assessed?

- In Unit 1 and 2 VCE studies, students are assessed on their coursework, known as outcome assessment tasks (OATs) and are awarded “satisfactory completion” by the school if they meet the requirements of each unit.
- In Unit 3 and 4 studies, students undertake formal graded assessments (School Assessed Coursework- SACs) which are recorded with VCAA through the VASS system. Students will also be assessed on at least one examination (written, oral or performance exams according to the study), which are set, written and marked by VCAA. These tasks, in combination, contribute to a student’s study score and final ATAR.
- A student can still graduate with the VCE without undertaking graded assessments for the calculation of a study score, as long as this student has met the requirements for satisfactory completion in each study. To access this option, students would need to apply to change to ‘unscored’ VCE.

Victorian Certificate of Education (VCE)



How is the VCE assessed?

- SAC task results will also be reported as a percentage to the VCAA, and reported by the VCAA as a Grade, after comparing the SAC scores to the final exam result, for the purpose of producing a study score for the calculation of a student's ATAR. This is completed through a process known as statistical moderation: [Understanding Statistical Moderation in the VCE](#)
- SACs are important as they are used to rank all the students studying a subject - e.g. English at an individual school. So it is important for students to strive to perform as well as they can for each SAC task, striving for incremental improvement as the year goes on.

Victorian Certificate of Education (VCE)



How is the VCE assessed - Summary:

- Decisions about satisfactory completion of a unit are solely the responsibility of the school. Results for each unit are based on a judgment of satisfactory or non-satisfactory achievement of outcomes.
- Students at St Anne's College will be given every opportunity to achieve an 'S' for their subjects.
- At St Anne's College, the VCE may be completed as a scored certification or, by application, unscored. The scored VCE provides students with an ATAR ranking.
- Completing an unscored VCE may change the future pathways available to students, so this must be considered carefully to ensure it is appropriate to a student's goals.

General Achievement Test (GAT)



In 2024 the GAT will be held on **Tuesday 18th June**

The General Achievement Test (GAT) is a pen-and-paper test of general knowledge and skills taken by students in the course of completing their senior secondary studies.

The GAT plays an important role in the quality assurance of VCE assessments and also provides students with an opportunity to demonstrate they meet the Victorian Literacy and Numeracy Standards expected at a senior secondary level.

No special study is needed. Past study of subjects like English, Mathematics, Science and History prepares students for the GAT by building their general knowledge and skills in writing, numeracy and reasoning.

General Achievement Test (GAT)



GAT Structure:

The GAT is structured into Section A (2 hrs + 15 mins reading time) and Section B (1.5 hrs + 15 mins reading time), with a range of question difficulties. Marks are not deducted for incorrect answers.

The GAT is delivered in two sessions (Section A and B) and is 4 hours in duration

Section A: Literacy and numeracy skills

Section A is a literacy and numeracy assessment comprised of: a 2-part writing task, 50 numeracy multiple-choice questions and 50 reading multiple-choice questions.

Section B: General knowledge and skills

Section B is comprised of: an extended writing task and 50 multiple-choice questions on a range of subject.

General Achievement Test (GAT)



Who sits the GAT?

Both Sections A and B

Students enrolled in one or more VCE and/or scored VCE VET Unit 3–4 sequence, including students not planning to undertake scored assessment (unscored).

Section A only

Students enrolled in one or more VCE Vocational Major Unit 3–4 sequences



VCE Information - Chris Segrave

Headlines for Term 1 2024

- **Term 1** Jan 31 – Wednesday March 27 = 9 weeks **Term 2** Apr 15 – Fri June 28 (Unit 1 Concludes week 10 = 10 weeks. 19 weeks for Unit 1/Semester 1 (including intro' program 2023)
- Unit 1/Unit 3 Course Outline OAT/SAC dates: Your teachers will provide you with a Unit 1 and Unit 3 Course Outline and the dates when your assessment tasks will take place (Calendar).
- Unit 1 - Outcome assessments, plus a Unit 1 Exam.
- Unit 3&4 - School Assessed Coursework (SAC) and final VCAA exam in November
- Unit 1 exams start T2 Wk 9 Tues June 11 – (GAT Tue June 18) Wk 10 Mon June 17.

[Unit 1 VCE Outcome Assessment Task \(OAT\) dates 2024](#)

[Unit 3 School Assessed Coursework \(SAC\) dates 2024](#)

VCE Information - Chris Segrave

- How our VCE teachers plan - a snapshot:

Unit 1 Business Management

3 Outcomes (Areas of Study) plus the Unit 1 exam - see:

[CSE Unit 1 BM Course Outline 2024](#)

Outcome 1: 6 (**approximately**) weeks - OAT 1

Outcome 2: 6 weeks - OAT 2

Outcome 3: 4 weeks - OAT 3

Unit 1 Exam (revision week) assessing all 3 outcomes - 3 weeks = 19 weeks overall

VCE Information - Chris Segrave



OAT/SAC catch-up process: – Application to Reschedule a OAT/SAC - Best practice approach. Form to be completed.

Key point:

Extension of time for an individual student to complete an OAT/SAC task will only be granted in special circumstances. The following procedure must be completed by the student prior to the original date for an advanced known absence (e.g. a planned medical procedure), or within three school days following their return to school:

[Application reschedule process and form](#)

VCE Information - Chris Segrave

- **OAT/SAC** catch-up process:
- **Key point:** The procedure must be completed by the student prior to the original date for an advanced **known absence** (e.g. a planned medical procedure), or within three school days following their return to school if they are **absent on the day** of a SAC.
- Failure to do this may result in the student receiving an N (Not Satisfactory) for the Unit, or the student completing the SAC for the purposes of achieving an "S" for the outcome, by foregoing a score for the SAC, meaning they would receive a zero for the SAC task as a percentage score.

VCE Information - Chris Segrave



Thanks - any queries:

VCE Coordinator - Chris Segrave - first point of contact for all VCE related matters. E.g. OAT/SAC Catch-up, Queries on student leave for illness, planned absences, e.g. sporting representation event.

csegrave@sackialla.catholic.edu.au

VCE Vocational Major

Belinda Gleeson

VCE Vocational Major

Belinda Gleeson

VCE Vocational Major



The VCE Vocational Major is a valuable program for students seeking a high-quality vocational pathway.

It is an applied learning pathway within the VCE, that is an engaging approach to delivering curriculum which connects to learners' interests and promotes success through authentic assessments.

The VCE VM gives 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.

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

VCE Vocational Major



Students will undertake a program across two years which will include:

- A minimum of 3 units of VCE VM Literacy or VCE English studies, 2 of which are a Unit 3–4 sequence
- 2 units of VCE VM Numeracy or 2 units from any VCE Mathematics study
- 2 Work Related Skills units
- 2 Personal Development Skills units
- 180 hours of VET at Certificate II level or above
- A total minimum of 16 units over a minimum 2-year timeframe
- A total minimum of 8 units at the Unit 3 and 4 level

**The standard VCE VM program at St Anne's College will provide a total of 22 units over a two year period.

VCE Vocational Major



At St Anne's College, the VCE VM comprises of 3 Key elements:

1. School based learning program, **Monday, Tuesday and Thursday**
2. Vocational Education and Training (VET) **Wednesday**

OR

School Based Apprenticeship/Traineeship (SBAT), **Wednesday &/or Friday**

1. Structured Workplace Learning (SWL), **Friday**

VCE VM Learning Program



1. School Based Curriculum - **Monday, Tuesday & Thursday**
 - VCE VM Literacy Skills
 - VCE VM Numeracy Skills
 - VCE VM Personal Development Skills
 - VCE VM Work Related Skills
 - Religious Education
 - *Some students may also have integrated VCE subjects*

VET or SBAT



2. VCE VET programs (**Wednesday**)

Offer students the opportunity to gain both the Victorian Certificate of Education (VCE and VCE-VM) and a nationally recognised Vocational Education and Training (VET) certificate.

It is a mandatory requirement of the Vocational Major, that a student is enrolled in and successfully completes an approved VET qualification at a Certificate II level or above. (This includes enrollment in an approved RTO for school based apprenticeships or traineeships)

VCE VET programs:

- are fully recognised within the Units 1 to 4 structure of the VCE, and units have the same status as other VCE units.
- they contribute to the satisfactory completion of the VCE Vocational Major.

VCE VM Structured Workplace Learning



3. SWL Fridays:

Structured Workplace Learning (SWL) is a valuable component of all VCE VET programs. SWL involves on-the-job training in which students are required to master a designated set of skills and competencies related to their VET programs.

SWL provides context for:

- enhancement of skills development
- practical application of industry knowledge
- assessment of units of competency/modules, as determined by the RTO
- increased employment opportunities.

* ***Some VCE VET programs have specific mandated SWL requirements***

The total number of SWL days must not exceed:

40 days during each school year & 10 days during each school term

20 days with any one employer

Every SWL arrangement MUST be formally approved by the principal with the accompanying SWL Arrangement Form & Travel and Accommodation forms at least 1 week prior to the commencement of SWL placement

Structured Workplace Learning Arrangement Form		THE EDUCATION STATE	VICTORIA	Department of Education
<small>Educational and Training Reform Act 2006 - Ministerial Order 1412: Structured Workplace Learning Arrangements (Schools)</small>				
STUDENT DETAILS				
Surname	First Name	Birth Date		/ /
School Name and Address 72 Wendouree Drive, Kialla VIC				
Postcode 3631		Telephone 03 4812 2993		
Structured Workplace Learning Coordinator Belinda Gleeson			Student Year Level	
Student qualification:				
<input type="checkbox"/> VCE Industry and Enterprise <input type="checkbox"/> VCE Vocational Major - Unit and code:				
<input type="checkbox"/> Victorian Pathways Certificate - Unit and code: <input type="checkbox"/> VCAL - Unit and code:				
<input type="checkbox"/> VET - Certificate name and code:				
IN CASE OF AN EMERGENCY, THE EMPLOYER SHOULD CONTACT THE STUDENT'S PARENT OR GUARDIAN AND THE STRUCTURED WORKPLACE LEARNING COORDINATOR:				
Name (Parent/Guardian)				
Address		Postcode		
Tel. (Home)		(Work)	(Mobile)	
Emergency contact (Name and Tel.)				
PRIVACY INFORMATION: The information provided on this form is for the administration of Structured Workplace Learning Arrangements only and is not to be used for any other purpose. Health information will be provided if the Student has a medical condition or requires medication that may be relevant to their placement. This information must be kept confidential.				
WORK PLACEMENT DETAILS				
Employer (business) name		Tel.		
Business address		Postcode		
Employer email address				
Type of industry		Primary activity at workplace		
Student's work location address		Postcode		
Workplace contact person		Supervisor		
Activities the student will undertake (if insufficient space, attach separate sheet)				
Structured Workplace Learning hours _____ am / pm, to _____ am / pm, on <input type="checkbox"/> Monday <input type="checkbox"/> Tuesday <input type="checkbox"/> Wednesday				
<input type="checkbox"/> Thursday <input type="checkbox"/> Friday				
From (commencement date)		to (completion date)		Total number of days _____
If insufficient space for dates and hours, please attach additional sheet.				
Rate of payment \$ _____ per day (\$5.00 per day minimum)				
EMPLOYER ACKNOWLEDGEMENT (Employer to sign)				
I, _____ [name of individual, or on behalf of the Employer if Employer is an incorporated body] agree that:				
1. I understand occupational health and safety legislation and standards relevant to the conduct of my undertaking and will comply with these laws and standards with respect to the Student as if the Student were my employee.				
2. I will identify all hazards relevant to the conduct of my undertaking and will assess and control all related risks. If I have not controlled all related risks I will inform the school of this fact prior to the Structured Workplace Learning Arrangement commencing.				
3. I have read and understood the Department of Education Structured Workplace Learning Guidelines for Employers. I will ensure that required planning, induction, supervision and safe systems of work are provided for the Student to maintain a safe and healthy Structured Workplace Learning Arrangement at all times.				
4. I will consider and take into account the competency, maturity and physical capabilities of the Student in relation to all activities they will undertake. The Student's program of activities will be planned and carried out with these considerations in mind.				
5. I will nominate a Supervisor (or Supervisors) of the Student who will be responsible for ensuring that my obligations as the Student's Employer are carried out.				

Structured Workplace Learning Recognition



SWL recognition provides students with the opportunity to document and reflect on the on-the-job learning and workplace skills acquired in an industry aligned with their VCE VET qualification.

New SWL arrangements introduced in 2024

Students who undertake structured workplace learning (SWL) for VET and complete the assessment requirements for SWL recognition may achieve credit towards the VCE/VCE VM or VPC.

SWL recognition requirements are:

- completing a minimum of **80 hours of SWL** in the **same industry** as the VCE VET program or school-based apprenticeship or traineeship (SBAT) that the student is enrolled in
- an enrolment in at least 180 hours of VET in a VCE VET program or an SBAT
- Satisfy the Outcomes of Unit 1 and Unit 2 of the VCE Structured Workplace Learning Recognition for VET study design an enrolment and entry of results VASS.

Students are eligible for up to two units of credit for SWL recognition at the VCE Units 1 or 2 levels.

Workplace Learning Record
VCE VET Agriculture, Horticulture, Conservation
and Ecosystem Management

AHC20116 Certificate II in Agriculture

Student name: _____

VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY VICTORIA

Careers and Pathways

Naomi O'Connor

and

Belinda Gleeson

Careers and Pathways



❖ **Careers counselling available -**

- subject selection
- work experience
- structured work placement and SBATs (school based apprenticeship/traineeships)
- post-school options
- VTAC (university and TAFE applications) TERM 3
- Early entry programs (tertiary)
- Scholarships (secondary and tertiary)
- St Anne's Careers Website - www.sackiallacareers.com.au

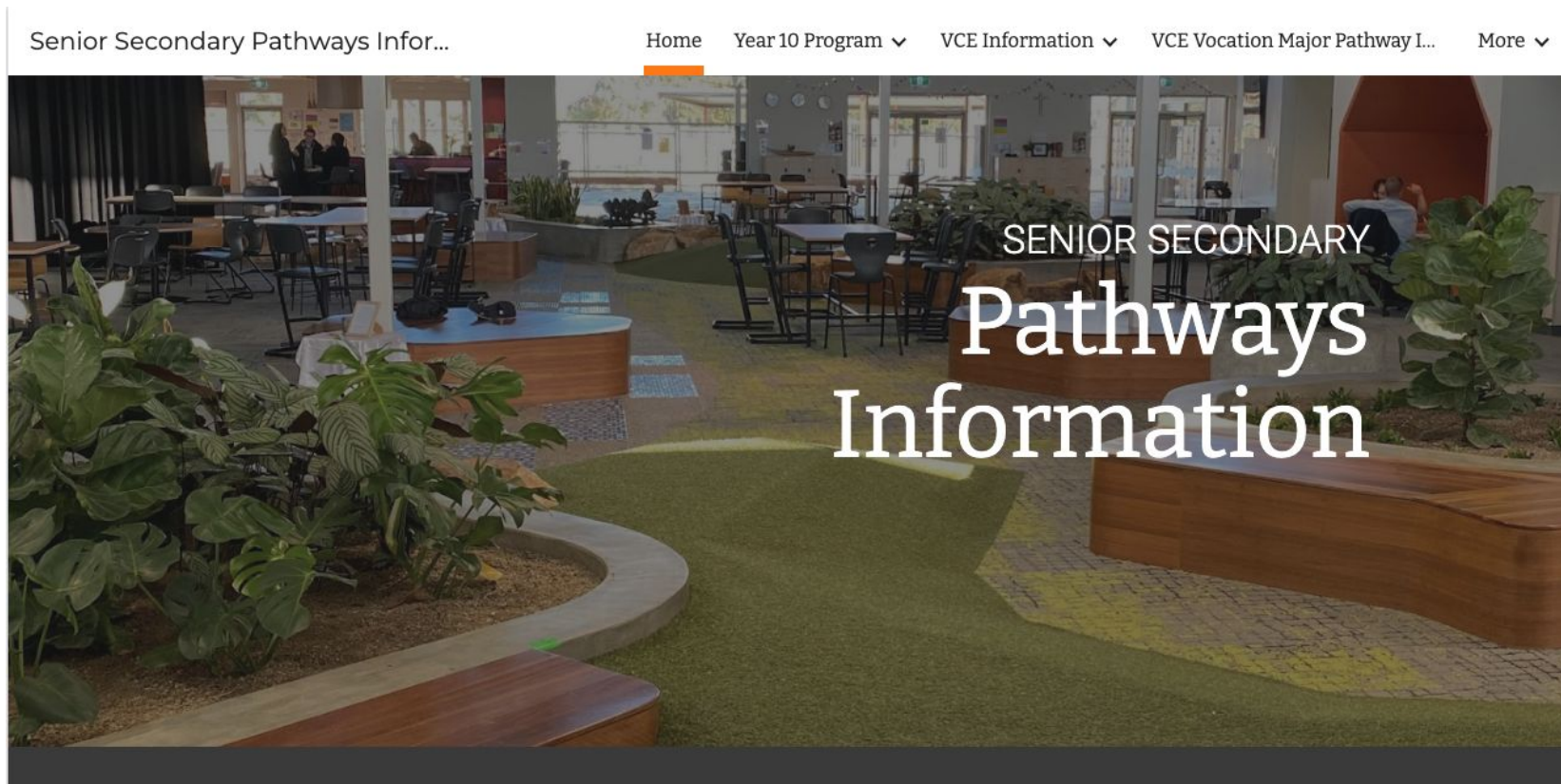
❖ **Careers appointments available - email - careers@sackialla.catholic.edu.au Belinda or**

- Naomi will organise an appointment time for students and/or parents/carers
- currently looking at a booking system (more information to come)

Senior Secondary Pathways Google Site



[Senior Secondary Pathways Google Site](#)



Questions and Comments



If you have any questions or comments, please contact the following staff for assistance:

Cherie Boltong, Deputy Principal- Teaching and Learning cboltong@sackialla.catholic.edu.au

Mez Lia, School of Possibilities Leader mlia@sackialla.catholic.edu.au

Sarah Baglin, School of Possibilities Leader sbaglin@sackialla.catholic.edu.au

Chris Segrave, VCE Coordinator csegrave@sackialla.catholic.edu.au

Belinda Gleeson, Applied Learning Coordinator/Careers Practitioner bgleeson@sackialla.catholic.edu.au

Naomi O'Connor, Careers Practitioner noconnor@sackialla.catholic.edu.au

Students and parents/carers can also contact the School of Possibilities Learning Mentors. Contact details are communicated each fortnight via il Giornale or can be found on PAM.