



GEELONG
HIGH SCHOOL



2026 VCE PARENT & STUDENT

HANDBOOK

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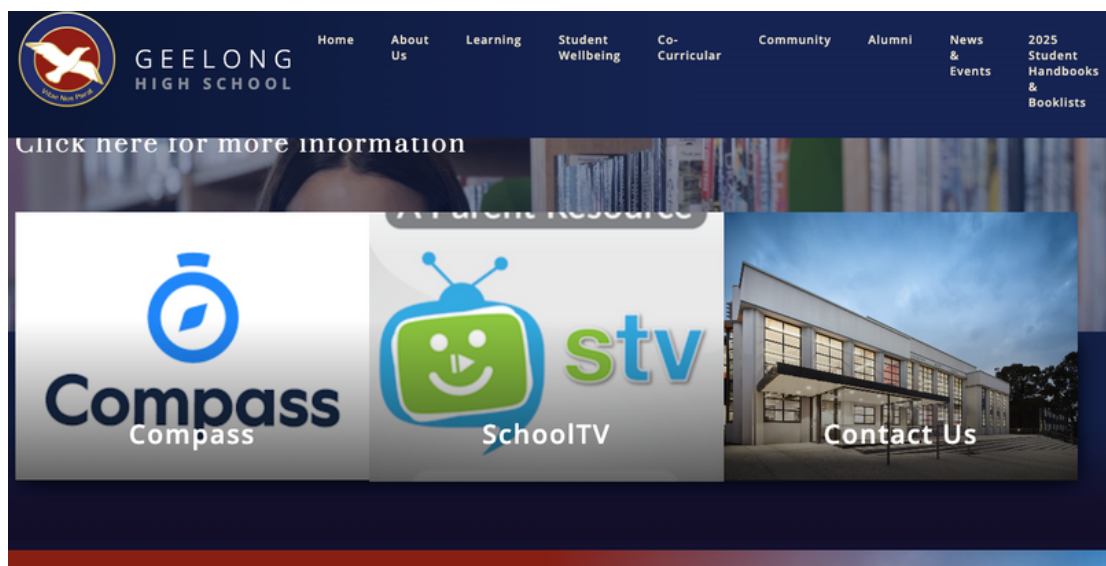
INTRODUCTION

This handbook provides information for students and parents regarding VCE pathway options, policy and procedures at Geelong High School and relevant requirements to maintain a satisfactory completion of VCE.

It is a responsibility of the school to ensure that all members of our school community are familiar with these key policies and procedures as students undertake their final years of secondary schooling. Students, always remember the key to success is YOU and we are here to support you to be the best you can be.

As a parent or carer, we encourage you to be connected to your child's education. We encourage you to attend all parent information evenings, parent / teacher interviews, ensure contact details on Compass are up to date (especially email and phone numbers) and check Compass regularly to ensure timely access to important information. All of your child's teachers' email addresses can be accessed through Compass.

<http://www.geelonghigh.vic.edu.au>



KEY CONTACT INFORMATION

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KEY DATES

Date	Event
Friday 28 November - 2025	Last day to change Unit 1 & 3 subjects
Wednesday 28 January	Start Up Day Interviews
Thursday 29 January	VCE Classes Commence (Year 12 Orientation Day 2)
Thursday 12 February	Year 12 Information Evening
Wednesday 1 April - Thursday 2 April	Parent / Teacher Interviews
Thursday 2 April	GHS Practice GAT
Monday 25 May	Start of Unit 4 Coursework
Tuesday 1 June – Wednesday 5 June	Year 11 – Unit 1 Exams
Tuesday 9 June	Year 11 – Unit 1 Redemption
Monday 15 June	Start of Unit 2 Coursework
Tuesday 16 June	General Achievement Test (GAT)
Friday 12 June	Last day to change Unit 2 subjects
Monday 27 July	Year 11 into 12 Course Counselling
Tuesday 28 July	Year 10 into 11 Course Counselling
Thursday 6 August	Year 12 Targeted Feedback - Parent Conference
Monday 7 September – Friday 11 September	Unit 3-4 (Year 12) Revision Week
Monday 14 September – Friday 18 September	Unit 3-4 (Year 12) Practice Exam Week
Thursday 17 - Friday 18 September	Parent / Teacher Interviews
Monday 19 October	Last Day of Year 12 Classes
Tuesday 20 October	Year 12 Final Assembly
Thursday 19 November	Year 12 Graduation Dinner
Monday 5 October – Sunday 1 November	Performance and Language Oral Exams
Monday 26 October – Wednesday 18 November	Unit 3/4 VCAA Written Exams
Monday 2 November – Friday 6 November	Unit 2 Exams
Friday 13 November	Unit 2 Redemption Day
Monday 16 November – Friday 27 November	2027 VCE Smart Start Program



GLOSSARY OF TERMS

Key Term	Definition
ATAR	Australian Tertiary Admission Rank. A number from 0.05 to 99.95 that indicates a student's position in relation to all other Year 12's in the same cohort. Universities use to determine offers for courses.
Authentication	Process used to monitor the progress of student's work as a means of proving it is their own.
Absence (approved)	Away from any class that is explained with an appropriately dated Medical Certificate submitted to the Administration Office or completed GHS Credit Form submitted to the VCE Team. <i>*Statutory Declarations are not accepted to explain an absence or absences from VCE classes.</i>
Absence (unapproved)	An absence from any class that has not been explained with an appropriately dated Medical Certificate submitted to the Administration Office or completed GHS Credit Form submitted to the VCE Coordinator. <i>Parents / Guardians approving an absence on Compass as Medical / Illness is not regarded as a school approved absence.</i>
Credit/ credit Form	A form students complete to ensure redemption of missed work due to a school approved event or medical certificate
GAT (General Achievement Test)	A test that must be completed by all students completing at least 1 Unit 3/4 study. The results can be used to statistically moderate any school-based assessments, and may be used to reach a derived exam score.
Coursework Task	A Coursework Task is any compulsory coursework set by the class teacher. These tasks provide students with the opportunity to demonstrate their understanding of outcomes as prescribed in the study design. Failure to complete Coursework Tasks will result in an 'N' being awarded for that unit.
Outcome	Skill and knowledge students are expected to demonstrate to achieve satisfactory completion of a unit.
Redemption	Opportunity for students to meet the requirements of an outcome after initially not meeting the minimum pass requirement in a SAC.
SAC	School Assessed Coursework. Tasks that are mainly done in class time and used are the main method of assessing whether a student has demonstrated the requirements of an outcome.
SAT	School Assessed Tasks. Tasks that apply to Media, Studio Arts, Visual Communication and Design, Design and Technology and Foods and Technology, which are based on a folio assessment.
Study Design	Document produced by VCAA that outlines all the curriculum, outcomes and unit requirements of each VCE study.
Study Score	A score from zero to 50 which shows how a student performed in a study, relative to all other students doing the same study.
Unit	The components of a VCE study that are approximately a semester in duration. There are usually four units in a VCE study, with units 1 and 2 typically undertaken in Year 11 and units 3 and 4 typically undertaken in Year 12.
VCAA	Victorian Curriculum and Assessment Authority. The organisation responsible for setting the curriculum, assessment and reporting of both the VCE and VCAL
VCE VM	Victorian Certificate of Education – Vocational Major
VCE	Victorian Certificate of Education.
VET	Vocational Education and Training. These are courses which provide students with a TAFE qualification. They can be accessed by VCE students, and may contribute an ATAR.
VTAC	The Victorian Tertiary Admissions Centre is the central office that offers places for tertiary courses at university and TAFE.



VCE AT GEELONG HIGH SCHOOL

The Geelong High School VCE program provides diverse pathways to further study or training at university or TAFE and to employment. In order to maximise these opportunities and outcomes for students, Geelong High School strongly supports students completing a full VCE program that may include programs from Vocational Education and Training (VET) qualifications, School based Apprenticeship and Traineeships (SBAT) and ACCELERATE Higher Education Units.

Geelong High School VCE policies are carefully planned in accordance with Victorian Curriculum and Assessment Authority (VCAA) requirements to enable successful completion of VCE. For further information visit the VCAA website at: www.vcaa.vic.edu.au

The Victorian Certificate of Education (VCE) is generally a two year- program, usually studied over four semesters. All VCE courses are prescribed, administered and regulated by the Victorian Curriculum and Assessment Authority (VCAA). It is intended that Units 1 and 2 be studied in Year 11 and Units 3 and 4 are studied in Year 12, however, it is possible to begin VCE study in earlier years known as an accelerated subject.

The diverse cross-section of subjects that our students can study include:

- Art Making and Exhibiting
- Biology
- Business Management
- Certificate 3 in Music (Sound Production) - (VET in Schools)
- Chemistry
- Dance (VET in Schools)
- English
- English Literature
- Foods Studies
- Health and Human Development
- History Revolutions
- Applied Computing
 - Applied Computing 1, 2
 - Software Development 3, 4
- Legal Studies
- Languages – Japanese
- Mathematics – Foundation 1-2, 3-4
- Mathematics – General 1-2, 3-4
- Mathematical Methods 1-2, 3-4
- Media
- Music Investigation 3-4
- Outdoor and Environmental Studies
- Physical Education
- Physics
- Production Design & Technology
- Psychology
- Theatre Studies
- Visual Communication and Design
- VCE Vocational Major - Literacy
- VCE Vocational Major – Numeracy
- VCE Vocational Major – Work Related Skills
- VCE Vocational Major – Personal Development Skills

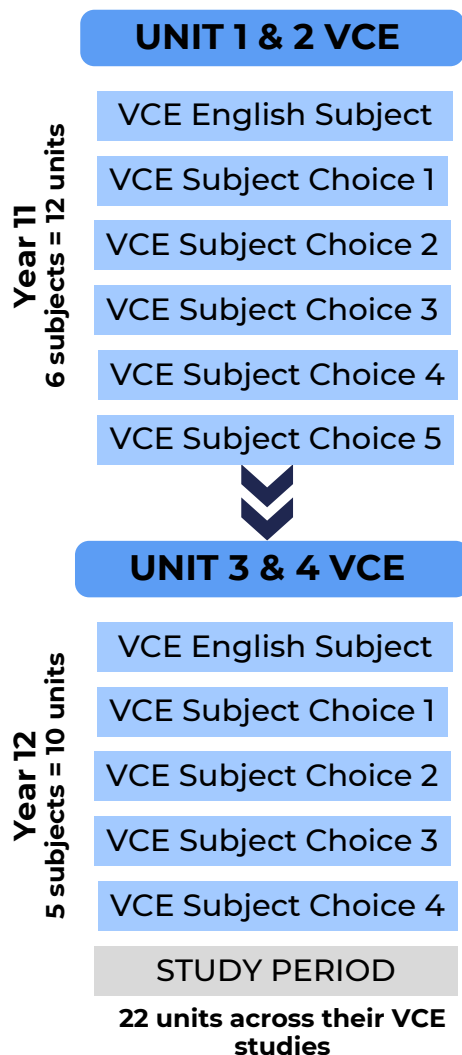


SUCCESSFUL COMPLETION OF VCE

As part of a typical VCE program at Geelong High School, students will study 22 units. Of these units, 12 are to be studied at Year 11 (6 per semester) and 10 are to be studied at Year 12 (5 per semester). Each VCE study is designed to provide a two-year program. Studies at Unit 1 and Unit 2 level are nationally and internationally benchmarked to a Year 11 standard and studies at Unit 3 and Unit 4 level are benchmarked to a Year 12 standard.

Units 1 and 2 can be completed as single units and Units 3 & 4 in each study are designed to be undertaken as a sequence. Each VCE unit involves 50 hours of scheduled classroom instruction, normally over the duration of a semester. In addition, it is expected that students will undertake up to 50 hours of self-directed learning for each unit. Satisfactory completion of a VCE unit is based on successful completion of outcomes.

Each VCE unit comprises between two to four outcomes. Satisfactory completion of units is determined by the school, in accordance with Victorian Curriculum and Assessment Authority (VCAA) requirements. The learning outcomes and associated assessment tasks are specified in accredited VCE study designs.



To be awarded the VCE certificate, students must satisfactorily complete at least 16 units.

These units must include:

- An approved combination of at least three units from the group of English studies.
- At least three sequences of Unit 3+4 studies other than English.
- Units 3 and 4 (usually studied in Year 12) must be taken as a sequence of two units therefore a subject cannot be changed once the year has commenced.
- Completing a Unit 3+4 sequence in Year 11 ("VCE acceleration") allows some students to add an extra study score to their final ATAR score, giving them an edge for very competitive programs.

When selecting subjects for Years 11 and 12, one of the most important things is for students to keep their options as open as possible for further study.

Students are encouraged to investigate tertiary courses of interest on the VTAC website, and ensure that the subjects selected do not limit future study options. Students are encouraged to discuss selections with parents and teachers.



ASSESSMENT OF STUDENT PERFORMANCE

The VCAA establishes the requirements for satisfactory completion of the coursework in each unit.

- Units 1&2: The School determines the level of achievement for all of the coursework
- Units 3&4: The School determines only part of the level of achievement (SACs/ SATs), with the other portion of the coursework being assessed externally by the VCAA (including examinations).

The requirements for satisfactory completion of each unit can be found in the Study Design of each VCE subject. The Study Design describes the knowledge and skills the student should have by the time he or she completes the unit.

According to the prescribed Study Design, the teacher of each VCE subject, in consultation with the VCE Team, will determine whether a student's academic performance based on their judgement of the student's performance on assessment tasks and class work designated for the unit. The School will design and set specific assessment tasks to assess student achievement against the learning outcomes based on the recommendations provided by the VCAA.

Graded assessments are reported on an 11-point scale ranging from grade A+ to E, or as UG (Ungraded).

To achieve an outcome the student must:

- Have their VCE attendance above 90% **(see p. 19 for Attendance Policy)**.
- Produce work that meets the minimum required standard.
- Submit work on time.
- Submit work that is clearly his or her own.
- Observe the VCAA and school rules.
- Satisfactorily complete all outcomes as judged by the teacher.

To achieve 'S' (Satisfactory) for any unit of work, a student must achieve 'S' for all outcomes. An 'N' (Not Satisfactory) for any outcome in a unit will result in an 'N' for the whole unit. It is, therefore, essential that students develop effective work habits and manage their time efficiently to redeem this.

Students who do not pass a minimum of 1 unit of English across year 11 and both units of English in year 12 cannot receive their VCE Certificate.



ASSESSMENT OF STUDENT PERFORMANCE

Not Satisfactory VCE unit result:

The student receives an N for the unit when one or more of the requirements listed above are not achieved.

Assessment for Geelong High School students – Units 3 & 4.

School-based Assessment for Units 3 and 4 include Coursework Task complete and SACs and SATs:

Geelong High School Coursework Tasks:

Each VCE unit at Geelong High School has particular graded assessment items and coursework that students must complete in order to meet the outcomes for that particular unit. Some of these will be used to determine the level of achievement of that student and others may be used to determine whether or not the student has satisfactorily met the outcomes to pass. These tasks, along with student performance in SAC's and/or SAT's will be used to award an S for a unit.

1. School-assessed Coursework (SACs) consists 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. Schools provide a score for each component of coursework 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 examination scores in the study. The General Achievement Test (GAT) may also be used in statistical moderation.
2. School-assessed Tasks (SATs) are set by the VCAA to assess specific sets of practical skills and knowledge. Teachers assess the student's level of achievement on the basis of a rating against criteria specified by the VCAA. Schools provide a score for each criterion. The VCAA aggregates these scores into a single total score for each student, which is then statistically moderated against the examination scores in the study. The GAT may also be used in statistical moderation.

Each VCE unit result must be determined on the basis of evidence of achievement completed during the academic year in which the student is enrolled. The VCAA recognises that some schools will begin teaching programs in the year prior to enrolment. These programs are generally one to three weeks in length and do not include formal school-based assessments but will include content that is assessed in the following year.

Redeeming outcomes: submitting further evidence of achievement

If, in the judgment of the teacher, work submitted by a student for the assessment of an outcome does not meet the required standard for satisfactory completion, the teacher may request the work to be re-submitted or consider work previously submitted, provided it meets the requirements.

A student may only submit further evidence or resubmit a School-based Assessment for reconsideration to redeem an S for the outcome. The SAC in question must be completed in the next designated after-school rescheduled SAC session. These sessions run each Tuesday and Thursday after school.

Students may not resubmit to improve a School-based Assessment score. However, the school may decide to delay the decision about satisfactory completion to allow a student to complete or submit further work. At Geelong High School, students are provided the SAC must be completed in the next designated after-school rescheduled SAC session. These sessions run each Tuesday and Thursday after school.



ATAR SCORE

All students completing scored assessments (SACs / SATs and exams) in their Unit 3/4 Studies, including scored VET studies, will receive a mark out of 50. This is provided by VCAA.

The ATAR is calculated from an aggregate produced by adding results of up to six Unit 3 & 4 sequences of studies including:

- The VTAC scale study score in English, English (EAL), Literature or English Language
- The three next highest VTAC scaled scores permissible (which together with the English study make the 'Primary Four')
- 10% of any fifth and sixth permissible studies that are available.

An ATAR is not a score (despite the name) but a ranking of all students within their cohort. This rank will fit into the range of 0.5 (lowest) to 99.95 (highest).

It is worth noting that students should not choose subjects based on scaling. Scaling is used to recognise the increased or decreased competition of a subject and as such, students should choose subjects that suit their strengths, interests and aspirational pathways.

STUDY SCORE

A study score indicates how a student performed in relation to all other students who took the study. It is calculated using the student's final scores for School-assessed Coursework, School-assessed Tasks, Externally-assessed Tasks and examinations for each study.

To receive a study score, students must achieve two or more graded assessments in the study and receive an S for both Units 3 and 4 in the same academic year, unless they have Interrupted Studies status and have met these requirements over two academic years.

Study score calculation

The Study Scores are normalised to a mean of 30 and a standard deviation of 7. Scores of 23 – 37 indicate that the student is in the middle range. A score above 37 is evidence that the student is in the top 15% of students taking this study. For studies with large enrolments (1000 or more) the following table shows the approximate proportion of students who will achieve a Study Score higher than the stated values. For studies with fewer enrolments, the proportion may vary slightly.

Study Scores (Relative Position)	Percentage of students above this position (approximate)
45	2
40	8
35	24
30	50
25	76
20	92



STUDY SCORE

Calculating a VCE VET study score

Some VCE VET (Vocational Education and Training) programs include scored assessment. In these programs students receive a score and a grade for each of two components:

- School-assessed Coursework, a set of tasks students undertake in the Unit 3–4 sequence of their program
- An examination based on the Unit 3–4 sequence, set by the VCAA.

The statistically moderated School-assessed Coursework score and the examination score are used to calculate study scores by the same procedures as for other VCE studies.



FINAL RESULTS - REPORTING TO STUDENTS

At the end of the academic year, the Victorian Curriculum and Assessment Authority (VCAA) issues a Statement of Results to all students who have obtained results in Victorian Certificate of Education (VCE) units, VCE VET units and VCE VET/FE (Further Education) units of competency, and VCE and VCAL certificates to students who are eligible.

VCE Certificate

The VCE certificate contains the student's full name but does not list their individual studies or results. The certificate is issued in the academic year in which the student first satisfies the requirements of the VCE.

VCE Statement of Results

The VCAA issues a VCE Statement of Results to all students enrolled in the VCE as their primary program. This contains:

- a cumulative record of achievement for all VCE and VCE VET units undertaken, and the academic year in which the result was obtained (units awarded a J result will not be printed)
- graded assessment and study scores for each sequence of Unit 3 and 4 studies undertaken, either in the current academic year or earlier (if both Units 3 and 4 are awarded a J result, the entire record for the sequence is not printed)
- credit obtained for study taken overseas, interstate or for a vocational certificate
- university studies successfully completed
- a statement indicating whether the student sat the General Achievement Test (GAT)
- if relevant, a statement indicating that the student was granted English as an Additional Language (EAL) status, along with the years in which that status was conferred
- a statement indicating whether or not the student has successfully completed the VCE.

VCE completion of units

There are two symbols for reporting completion of units on a VCE Statement of Results:

1. S (satisfactory), which means all outcomes as specified in the study design have been achieved
2. N (not satisfactory), which means that not all outcomes have been achieved or there was a significant breach of VCAA or school rules.

Final grades

Levels of performance in graded assessments are reported as A+ to E, UG (Ungraded) and NA (Not Assessed). UG indicates that the score achieved was too low to assign a grade. NA indicates that the School-based Assessment was not submitted or the examination was not undertaken. This result is based on teacher judgement of the assessment and undertakes a moderation process.

Final grades for VCE and VCE VET School-based Assessment

The minimum score required for each grade for each School-based Assessment in a VCE study and a VCE VET scored program is determined by the VCAA, following statistical moderation of schools' initial scores.

Final grades for VCE external assessments

The minimum score for each grade is determined by the VCAA at the completion of marking.



GHS SAC GUIDELINES

The following points regarding SAC administration must be strictly adhered to:

- School Assessed Coursework (SAC) takes precedence over all other school-based activities. Teachers will give a minimum of a week's notice of the date a SAC is scheduled.
- All SACs and SATs are to be administered according to the VCAA Examination Rules. Any permitted materials that students can bring into the room must be clearly stated by the supervising teacher on the SAC Cover Sheet. Basic principles are outlined below:
 1. Students must not cheat or assist other students to cheat, including taking any action that gives or attempts to give them or another student an unfair advantage in a VCE school-based assessment.
 2. Students must obey and observe all proper instructions or directions given by their teacher.
 3. Students must provide reasonable assistance to any investigation by the VCAA in relation to a suspected breach of VCAA rules.
 4. Students attending a VCE school-based assessment may bring only the materials and equipment approved for that school-based assessment into the examination room.
 5. 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 computerised watches, during a VCE external assessment.
- If a student is found to be in breach of these rules, part or all of the SAC may not be assessed.
- Students are discouraged from leaving the room during a SAC, however in the event of an emergency, a student will be permitted a break. In such a case, the SAC paper will be given to the supervising teacher, and the amount of work / questions completed, the time of leaving the room and time of returning will be documented.
- In the event of multiple classes being held (eg. English / 3-4 General Mathematics), SAC's administered will be identical in their content and conditions, and be conducted as close together as practicable. Students are not to discuss contents of SAC's until all students have completed the SAC. Any student doing so is in breach of VCAA rules and this may result in their SAC not being graded.

***Statutory Declarations are not accepted to explain an absence or absences from a SAC.**

- If a SAC is missed due to an approved absence accompanied by a medical certificate, the SAC must be completed in the next designated after-school rescheduled SAC session. These sessions run each Tuesday and Thursday after school. If this is also missed, a student will only be given a second opportunity to complete the SAC if another medical certificate is provided (approved absence, as per the GHS VCE Attendance Policy, see p. 17).
- Students must sign the "Reschedule of VCE SAC" Cover Sheet prior to sitting any SAC re-sit, acknowledging they have been informed and are aware of the date of the scheduled re-sit.
- Graded SAC's with teacher feedback cannot be returned to students until all members of the class / classes until ALL student undertaking the unit have completed the SAC, therefore it is all students' responsibility to ensure SAC's are completed in a timely manner.

*NB: Please note that these processes are designed to support students and are not to be abused by any student attempting to gain an unfair advantage.



SPECIAL PROVISIONS / SPECIAL EXAM ARRANGEMENTS

Special Provision is available to eligible students completing the VCE for classroom learning, School-based Assessment and VCE external assessments. For classroom learning and School-based Assessment, the school is primarily responsible for determining eligibility and the nature of the provisions granted. 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 or psychological)
- factors relating to personal circumstance
- an impairment or disability, including a learning disorder.

These circumstances do not include matters or situations of the student's choosing, such as involvement in social or sporting activities or school events. Prolonged absence from school or study is not grounds for Special Provision. However, provisions are available to students experiencing severe hardship that may result in prolonged absence. Students granted Special Provision must still complete all school work related to satisfactory completion of the outcomes of a VCE 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. Students who are eligible for integration funding may not necessarily meet the eligibility criteria for Special Provision in the VCE.

If a student requires Special Provision a support group is established to help the student in undertaking the VCE. A support group may include the student, a parent of the student, teacher/s or others nominated as having responsibility for the student, and any aides of the student. If appropriate, the support group should seek the advice of specialist consultants. The principal must ensure that advice from the support group is considered and Implemented if it is judged to be consistent with VCE policy. The establishment of a support group also provides a focus for the administrative aspects of managing the student's program of study.

Decisions on whether to approve special provisions for classroom learning or School-based Assessment is a school decision, must be based on evidence based and made using a range of appropriate sources including professional testing and reports, educational assessments and teacher observations.

There are a number of ways in which schools can make alternative arrangements to assist students with their learning and enable them to be assessed against the unit outcomes, including:

- rescheduling classroom activities and/or an assessment task
- allowing the student extra time to complete work or an assessment task
- setting a substitute task of the same type
- replacing a task with a different type
- using a planned task to assess more outcomes, or aspects of outcomes, than originally intended
- using technology, aides or other special arrangements to complete classroom learning and/or undertake assessment tasks
- deriving satisfactory completion of outcomes or a score from other assessments or work completed by the student (if the provisions already mentioned are not feasible or reasonable).



SPECIAL PROVISIONS / SPECIAL EXAM ARRANGEMENTS

The decision made by the school needs to reflect the best interest of the student and should be based on the available medical or other professional advice. Students who are granted an extension of time are required to complete the work and undertake the task in the same way as other students.

Special Exam Arrangements for VCE External Assessments:

Students are eligible for Special Examination Arrangements if it can be demonstrated that their capacity to access a VCE external assessment is impaired due to one or more of the following:

- mental health condition
- health impairment
- physical disability
- specific learning disorder
- language disorder
- hearing impairment
- vision impairment.

Applications for Special Examination Arrangements for each student must be made through the Year 12 Coordinator (Cat Yee), be endorsed by the principal and be supported by recent professional and/or other specialist reports and school-based evidence. The VCAA will accept an application from a school on the Special Examination Arrangements form only for students enrolled in one or more VCE or scored VCE VET Unit 3–4 sequence.

Special Examination Arrangements may take the form of:

- extra working time (extra reading and/or writing time, where approved, will be represented as 'extra working time' on the VASS Special Examination Arrangements Advice Slip) not exceeding 10 minutes per hour and to be used in addition to the 'scheduled writing time' of the VCE external assessment. In specific circumstances, the VCAA may approve 'extra working time' of more than 10 minutes per hour.
- rest breaks not exceeding 10 minutes per hour of the 'total examination writing time' (the scheduled writing time plus any 'extra working time' approved for the VCE external assessment). In specific circumstances, the VCAA may approve 'unlimited rest breaks' to facilitate management of a significant medical or physical condition. Students may decide how to manage their allocation, and decide when and how long each break will be, with the supervisor noting the start and end times on the Special Examination Arrangements Rest Break Log Sheet. The rest break allocation displayed on the VASS Special Examination Arrangements Advice Slip should not be exceeded. Students must be offered the full allocation of writing time in addition to the time taken for rest breaks.
- alternative format examination papers such as enlarged print, electronic text and Braille (students with vision impairment may be eligible to apply for an exemption from the GAT because Braille and some other alternative format papers are not available for that external assessment).
- permission to use assistive technology and technological aids such as a computer, specific software or Assistive Hearing Technology for a student with hearing impairment.
- a reader or electronic reader and/or a scribe.
- a clarifier, if the student has hearing impairment or language disorder
- an alternative examination venue, such as a separate room, a home or a hospital.



SPECIAL PROVISIONS / SPECIAL EXAM ARRANGEMENTS

Process for applying for Special Examination Arrangements

Students must:

- submit a timely request to their school's VCE coordinator. (applications must be submitted to VCAA by **Friday 28th Feb, 2026**.)
- provide appropriate documentation and evidence.

Schools must:

- determine whether a student's request for Special Examination Arrangements is appropriate and consistent with the eligibility requirements, and consult the VCAA if in doubt.
- ensure the relevant tests and/or essays are administered if required.
- complete the Special Examination Arrangements Application form and submit it to the VCAA by the closing date.
- ensure that all information provided on the application form is accurate, and that no alterations have been made to the evidence supplied.
- advise the student and the chief supervisor of any VCAA-approved arrangements.
- ensure approved provisions are printed by the VASS coordinator and distributed to the student, chief supervisor and VCE coordinator.

The VCAA will:

- make a decision for each of the external assessments on the application.
- advise the school via VASS of the outcome of the application.



UNIFORM

As VCE students you are leaders within our school community, and as such, are responsible for maintaining high standards with respect to your conduct around the school and the wearing of the Geelong High School uniform. The Geelong High School Student Engagement and Inclusion Policy, which includes the Geelong High School Uniform Policy, applies to all students for the duration of their enrolment.

General expectations:

- All VCE students are expected to be in full school uniform each day.
- Students out of uniform must report to the House Office on arrival at school with a note from their Parent/Carer explaining the reason for being out of uniform. The House Office will then issue a uniform pass if the explanation is reasonable. Students arriving at class without a uniform pass will be issued with an after-school detention by their House Leader or Home Group teacher.
- The Year 12 outer garment and Year 12 sports polo tops are part of the Year 12 student's school uniform.
- If an item of uniform falls into disrepair for Year 12 students, it is the student's responsibility to ensure that it is replaced in a timely manner. Your final year at Geelong High School is not a valid reason for being out of uniform. Items may be sourced from the House Offices or Student Wellbeing Team under special circumstances.

Please refer to the Geelong High School Student Engagement and Inclusion Policy for full details of the Geelong High School Uniform Policy.



ATTENDANCE POLICY

VCAA Student Observance of Attendance Rules (VCAA VCE Administrative Handbook)

All VCE units involve at least 50 hours of scheduled classroom instruction. A student needs to attend sufficient class time to complete work and so the class teacher can authenticate their work. The school sets minimum class time and attendance rules at 90% VCE Attendance. If a student has completed work but there has been a substantial breach of attendance rules, and the work submitted cannot be authenticated, then an 'N' will be recorded for that Unit.

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, upon application from the student, grant Special Provision for School-based Assessments (see p. 13-15). In this case, the student should not be penalised for lack of attendance. The Special Provision granted may allow a student to work from home for a period of time. Schools should ensure they retain documentation about any decisions relating to granting provisions for School-based Assessment, including supporting evidence.

*Please contact the Year 11 or Year 12 Coordinator if the information outlined above applies to your situation.

Geelong High School VCE Attendance Processes:

Staff and School Council constantly review our attendance policies and it is clear that academic achievement is linked to student attendance – maximum attendance leads to maximum results.

It is a requirement at Geelong High School that students attend all timetabled classes so that teaching and learning opportunities can be maximised. Attendance in class provides opportunities for student work to be authenticated by teachers. Work that cannot be authenticated will not be accepted for assessment and will be awarded 'N'.

- Teachers are to mark their class roll every timetabled session.
- When a student's attendance drops to 90%, a discussion with the student and home will be held to ensure the appropriate supports are in place and the student is aware of the importance of regaining this.
- When a student has prolonged attendance below 90%, they will have an At Risk Compass post which will also place them in redemption on a Tuesday or Thursday after school. A meeting will be held with the Senior Team, parent and student.
- If attendance is not improved, an 'N' will automatically be recorded as the outcome result, therefore the unit result. A parent, student and Senior Team member meeting must be held, to determine further course of action to support the student.

('N' is the Victorian Curriculum and Assessment Authority symbol for unit failure.)



ATTENDANCE POLICY

Approved Absences:

- In order for teachers to confirm an approved absence on their attendance records the student must provide the GHS Administration Office with a copy of a medical certificate appropriately dated, who will distribute a copy to all teachers affected via email. The original medical certificate will then be filed by administration. This is necessary for the event of an audit by the VCAA and also facilitates the application process for Special Provision, should this become necessary.

****Statutory Declarations are not accepted to explain an absence or absences from VCE classes.***

- Special Provision is applied for when a student suffers from an acute or chronic illness or other serious intervening event that adversely impacts upon their performance. Applications require extensive documentation in accordance with the strict guidelines imposed by the VCAA and approval is not guaranteed.

*Please contact the VCE Coordinator if the information outlined above applies to your situation.

- Other School Approved Absences may be granted at the discretion of the VCE Coordinator and/or House Leader. These may include leave to attend a funeral or a significant family occasion/event. In such a situation, Credits must be sought, and any classwork must be completed PRIOR to any absence.

- ***NOTE: Students are highly discouraged from booking family holidays during school term.***
- ***Work and time missed will need to be made up. See the Senior Team for more information.***

VCE Attendance Credit Forms:

VCE credit forms can be used for school approved activities however, the following restrictions apply:

- The Credit Form MUST be completed at least 2 days prior to the activity.
- Any alterations to the timeline must be in consultation with the student, class teacher and VCE Coordinator.
- Work must be completed by no later than one week after the activity or credit will not be granted, and the usual attendance procedures will be applied (see page 10 for details).

The classroom teacher has the right to disallow the use of credits for their subject if there are specific concerns in relation to the student's progress. This must be done in consultation with the Senior Team and House Leader.

Credit Forms can be obtained from the Senior years Office.



Attendance Credit Form

Each VCE / VM student is granted 4 credits per Unit per Semester for school-endorsed activities. • SECTION A must be completed at least two days prior to the activity. • No credits will be granted once the activity has occurred. These absences will then be considered unapproved. • Work must be caught up by no later than one week after the activity; teacher signature in SECTION B must be completed The classroom teacher has the right to disallow the use of credits for their subject if there are specific concerns in relation to the student's progress.				STUDENT'S NAME ACTIVITY DATE/ TIME	
SECTION A • The table below and the information opposite must be completed at least two days before the school endorsed activity and signed by the Year Level Coordinator to verify this requirement has been met. • The class teacher's initials verify that the tasks to be completed have been negotiated with the student.				EVENT TEACHER SIGNATURE (to be signed a minimum of two days prior to the event once section A is completed) SIGN DATE	
UNIT CODE	No. of periods missed	TEACHER INITIALS	TASK/S TO BE COMPLETED	SECTION B - subject teacher sign off • Once the work has been completed, the class teacher must sight the work then sign below to be deemed satisfactory • Return completed form to the Year Level Coordinator (Senior Office).	

MISSED SAC HAS BEEN RESCHEDULED FOR (date) **SECTION A COMPLETED WITHIN THE REQUIRED GUIDELINES .**



STUDY PERIODS

Year 12 students are required to be at school from the first session of the day through to the end of session five (8:50am-3:10pm). This means all study sessions are to be attended unless for an approved reason as per the school attendance policy.

- If students are late or need to attend an appointment during their morning private study, parent approval is required (even if the student is 18) as attendance rolls will be marked. Students are to report to the VCE Study Centre during the first 10 minutes of their morning Study Session, to have their names marked as "Present" on the roll. If students miss the roll call they are to report to the Administration Office to be marked as "Present" to avoid parents receiving an unnecessary text message reporting them as "Not Present Unexplained".
- Once a student has been marked "Present" at school it is of great importance that the student remains in the VCE Study Centre to study, as in the event of an emergency we must be able to account for all of our students that are marked "Present". Therefore, it is UNACCEPTABLE to leave the school grounds after the roll has been marked or at anytime throughout the school day, including recess and lunchtime
- If a student is required to leave the library at any time, they need to get their diary signed upon leaving and returning.

VET spares:

If Study Period on their Compass timetable has an attendance note over it for a VET titled 'Study Leave' this means they may choose to leave the school from the beginning of lunchtime. These students will not appear on a roll and are assumed to have left the school. We encourage students to stay if they wish to study at school. If they do stay they **MUST** sign in via the Compass "Kiosk" at the Office as a "Visitor" and sign out when they leave. This will ensure, that in the event of an emergency evacuation, they are accounted for.

If this occurs during period one, students need to ensure that they enter via the Administration Office and "tap on" using their ID card at the Compass "Kiosk" to record their time of arrival. If the student does not have their ID card with them they must report to the Administration Office to have their arrival time recorded.



OTHER ATTENDANCE INFORMATION

UNCOVERED CLASSES

On rare occasions Year 12 Students may have an “uncovered class” as a result of teacher absence. In this case, students will have their roll marked by an Assistant Principal at their classroom and are to remain at school in their assigned classroom to complete the class work left by their subject teacher.

Arrival and Departure Procedures for Students Attending a School Based Apprenticeship (SBAT)

Students attending a school-based apprenticeship are not expected at school on the day of their placement. If students do come to school on this day they should sign in and sign out at the Compass kiosk with their card or at the administration office.

Use of the VCE Study Area (Library)

- All VCE students are expected to go to, and remain in the VCE Study Area during their study sessions.
- All VCE students are expected to bring work to the VCE Study Area and utilise this time effectively.
- The VCE Study Area has photocopying and printing facilities. Students should bring their own device to access class resources and to complete private study.
- Students need to have their name marked off for each study period and their attendance is monitored. An SMS text message will be automatically generated and sent to parents / guardians via Compass for any student absent from their Study Periods.
- The VCE Study Area is primarily for quiet work, however, at times small group discussions and meetings may take place.
- As there may be large numbers of students in the VCE Study Centre it is important to keep quiet and do not disturb other students.
- Unless you are completing private study, you should NOT be in the VCE Study Centre at recess and lunchtime.

It is extremely important that students follow the instructions above so that we have an accurate record of who is in the school if we are required to account for everyone in an emergency situation.



CHANGE OF VCE PROGRAM

In order to ensure students have selected the appropriate VCE program for their intended post-secondary school pathway, Geelong High School supports students through an intensive course selection process and careers information program. We also understand that some changes to subjects may be necessary throughout the 2-year VCE program. If a student wishes to change a VCE subject, they must complete a VCE Course Change Application Form, available from Senior Office.

The form clearly outlines the steps that must be taken to change a VCE program and ensures that students and parent / carers have all the available information to support the decision to change a program. To ensure that students are not disadvantaged when changing into a new VCE subject, cut-off dates for any subject changes must be observed.

- **November 28th 2025 – Cut-off date for VCE Unit 3 subject changes.**
- **November 28th 2025 – Cut-off date for VCE Unit 1 subject changes.**
- **June 12th 2026 – Cut-off date for VCE Unit 2 subject changes.**



AUTHENTICATION (VCAA VCE Administrative Handbook)

Principals are responsible for the administration of VCAA rules and instructions in their school. One of these rules is that students must ensure that all unacknowledged work submitted for assessment is genuinely their own.

Teachers may consider it appropriate to ask students to demonstrate their understanding of the task at, or about the time of, submission of the work. If any part or all of the work cannot be authenticated, the matter must be dealt with as a breach of rules.

To reduce the possibility of authentication problems occurring in VCE Units 1 to 4, or being difficult to resolve, the following strategies are useful:

- Teachers should ensure that tasks are kept secure prior to administration, to avoid unauthorised release to students and compromising the assessment. They should not be sent by mail or electronically without due care.
- A significant amount of class time should be spent on the task so that the teacher is familiar with each student's work in progress and can regularly monitor and discuss aspects of the work with each student.
- Students should document the specific stages of the development of work, starting with an early part of the task, such as the topic choice, list of resources and/or preliminary research.
- Copies of each student's written work should be filed at given stages in their development.

Rules for authentication of School-based Assessment

Students must observe and apply rules for the authentication of School-based Assessment. Students must sign an authentication record for work done outside class when they submit the completed task. These are the VCAA authentication rules:

- A student must ensure that all unacknowledged work submitted for assessment is genuinely their own.
- A student must acknowledge all resources used, including texts, websites and other source material the name and status of any person who provided assistance and the type of assistance provided.
- A student must not receive undue assistance from another person in the preparation and submission of work.
- Acceptable levels of assistance including the incorporation of ideas or material derived from other sources (for example, by reading, viewing or note taking), but which have been transformed by the student and used in a new context
- Prompting and general advice from another person or source, which leads to refinements and/or self-correction.
- Unacceptable forms of assistance including the use of, or copying, another person's work or other resources without acknowledgement
- 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 academic year of enrolment.
- A student must not knowingly assist another student in a breach of rules.
- In the event of SAC's scheduled across multiple classes, students must not discuss the contents of any SAC with each other.
- Mobile Phones / Smart Watches or other WIFI enabled devices are not permitted into the SAC room and if brought to class, must be handed to the supervising teacher for safekeeping for the duration of the SAC. If a student is found to be in breach of this rule, part or all of the SAC may not be assessed.
- Students are discouraged from leaving the room during a SAC, however in the event of an emergency, a student will be permitted a break. In such a case, the SAC paper will be given to the supervising teacher, and the amount of work / questions completed, the time of leaving the room and time of returning will be documented.



AUTHENTICATION (VCAA VCE Administrative Handbook)

In considering whether a student's work is genuinely their own, teachers should consider whether the work:

- is not typical of other work produced by the student.
- is inconsistent with the teacher's knowledge of the student's ability.
- contains unacknowledged material.
- has not been sighted and monitored by the teacher during its development.

Reporting alleged breaches of rules in School-based Assessment

On receipt of an allegation, the student work should not be accepted for assessment, pending the conduct of an investigation by the school. The original of the final version of the work is to be retained by the school. The student should be given a copy of the work.

Investigation

On receipt of an allegation, the person responsible for investigating alleged breaches of rules will assess the allegation and conduct an investigation to determine if there is any substance to the allegation. The purpose of the investigation is to determine whether there is any substance to an allegation that a student has breached VCAA School-based Assessment rules – if so, the evidence should be put to a decision-maker for determination whether the allegations are proven, or not proven.

Relevant evidence includes:

- any instructions given to students by the teacher about the conditions under which the school-based Assessment was to be undertaken (including the VCAA examination rules),
- the student's work,
- if an allegation relates to use of unauthorised notes, or cheating or copying from other students, copies of those notes or another student's work, or any other evidence of copying or cheating such as unacknowledged source material,
- samples of other work by the student for comparison, if relevant,
- the teacher's record of authentication,
- the teacher's opinion about the student's work,
- accurate notes of conversations with witnesses, the teacher and the student.

If this investigation suggests there is any substance to any allegation, the student should be informed in writing of the nature of the allegation and be invited to attend an interview to respond to the allegation.

If the allegation raises the suggestion that a student has submitted work that is not their own, as part of seeking a response from the student, the investigator should ask the student to provide evidence that demonstrates that the work submitted is their own and/or was completed in accordance with VCAA requirements.

Students may be asked to:

- provide evidence of the development of the work,
 - discuss the content of the work with the teacher and answer questions to demonstrate their knowledge and understanding of the work,
 - provide samples of other work,
- complete, under supervision, a supplementary assessment task related to the original task.



AUTHENTICATION (VCAA VCE Administrative Handbook)

Reporting alleged breaches of rules in School-based Assessment (continued).

Decision-making

The decision-maker must consider all evidence and submissions carefully, including the student's response, and whether the allegations (and the student's defence) are supported by evidence that is relevant and credible.

- The decision-maker must take into account all relevant factors.
- The decision-maker must decide on the balance of probabilities whether any allegation is proven – the allegation does not have to be proven beyond reasonable doubt.
- The decision-maker must decide, in relation to any allegations against a student found to be proven, whether a penalty should be imposed, and, if so, what penalty is appropriate. Possible penalties include:
 - a verbal or written warning,
 - detention or suspension,
 - refusal to consider the student's work but giving the student the opportunity to re-submit the work, if there is sufficient time before the due date for submission of results according to the VCAA schedule,
 - refusal to accept part of the student's work found to have been completed in contravention of VCAA rules and determination of the appropriate result for the relevant outcome forming part of the VCE unit,
 - refusal to accept any part of the work, awarding an N for the outcome.

The decision-maker should inform the student of the decision and any penalty to be imposed at the meeting or hearing, and of the student's capacity to appeal the decision to the VCAA. The decision-maker should keep accurate records of their decision, the reasons for their decision and the penalty imposed, to enable the school to write to the student to confirm these matters in writing. The school should retain all material related to any allegation in case the student wishes to appeal a decision.

If the student's work was accepted for assessment, and a breach of VCAA rules was discovered after the work had been assessed, the penalty should be applied and, if necessary, the student's records adjusted. For example, the original outcome result may change from an S to an N. If an N is awarded for an outcome, an N will be awarded for the unit concerned.

Similarly, the detected breach of VCAA rules may result in a score change. This score change should be communicated to the VCAA through the completion of the Score Amendment Sheet (SAS).



GENERAL ACHIEVEMENT TEST (GAT)

All students enrolled in one or more Victorian Certificate of Education (VCE) Unit 3–4 sequences or VCE VET scored Unit 3–4 sequences are required to sit the General Achievement Test (GAT).

Purpose of the GAT

The GAT is an essential part of the VCE assessment procedure. Although GAT results do not count directly towards VCE results, they do play an important role in checking that School-based Assessments and external assessments have been accurately assessed. GAT results are used in the calculation of the Derived Examination Score (DES). The VCAA will use GAT scores in:

- the statistical moderation of School-based Assessments
- checking the accuracy of student scores in external assessments
- the calculation of a DES.

School-based Assessment and the GAT

The VCAA will apply statistical moderation procedures to School-based Assessment scores to ensure that they are comparable across the state and fair to all students. The statistical moderation process compares the level and spread of each school's assessments of its students in each study with the level and spread of the same students' scores in the external assessment and adjusts the school scores if necessary.

In some studies, GAT scores will also be used for statistical moderation. This will only be done if it provides a better match with School-based Assessments throughout the state. The external assessment scores will always have the major influence in the statistical moderation calculations.

External assessments and the GAT

The GAT is used as part of a final check on external assessment scores. If the final score for an external assessment is significantly different from the score predicted by the GAT, school indicative grades and any other external assessment final scores for the study, the external assessment will be assessed again by the chief assessor. Scores may go up or stay the same but will not go down as a result of this final check.

DES and the GAT

The calculation for the DES uses all available scores for the student in the affected study and the indicative grade for any external assessments provided by the school and the GAT component scores. For each approved application for a specific external assessment, the VCAA will calculate a range of possible DES scores, which will be calculated statistically from the student's other assessments, including:

- moderated School-based Assessments
- GAT component scores
- other external assessment scores if applicable
- indicative grades provided by the school.

*Please note that all Geelong High School students undertaking a Unit 3/4 VCE or VET subject will be expected to sit a 'Practice GAT' on Thursday 2nd April (see Key Dates on p. 3).

The GAT will take place on Tuesday 16th June.



VCE EXTERNAL ASSESSMENTS

Victorian Certificate of Education (VCE) external assessments are any centrally set tasks assessed by the Victorian Curriculum and Assessment Authority (VCAA), including written, oral, electronic/digital, aural and performance tasks conducted according to the requirements of accredited study designs and VCE VET programs.

Students are required to observe the following rules for the conduct of VCE external assessments conducted by or on behalf of the VCAA, as well as the day-to-day rules of their school and of the venue. VCAA rules shall apply with appropriate and reasonable modifications to students who have disabilities or other impairments. All supervisors are issued with directions for the administration of the VCE external assessments and are required to report all alleged breaches of these rules to the VCAA. Supervisors have the right to check any authorised materials that are taken into a VCE external assessment.

1. Students must not cheat or assist other students to cheat.
2. Students must not take any action that gives or attempts to give them or another student an unfair advantage in a VCE external assessment.
3. Students must not allow, induce or assist any other person to present for a VCE external assessment in their place.
4. Students must not present for a VCE external assessment in another student's place.
5. Students must not present for a VCE external assessment under the influence of alcohol or drugs.
6. Students must obey and observe all proper instructions or directions given by their supervisor.
7. Students attending a VCE external assessment may bring only materials and equipment approved for that 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 computerised 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 VCAA rules.
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. Bottled 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 wish to communicate with a supervisor.
17. Students must not leave their place until permitted by a supervisor.
18. Students will not be permitted to leave the VCE external assessment before 30 minutes have elapsed from the start of writing time.
19. Students will not be permitted to leave in the last five minutes of the VCE external assessment.
20. Students must cease writing when instructed to do so by a supervisor.
21. 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.



VCE EXTERNAL ASSESSMENTS

A student arriving late for a:

- Written examination, up to 30 minutes after the scheduled start of writing time, will be admitted to the examination room. The student is allowed the full writing time but is given no allowance for reading time.
- Written examination, after 30 minutes from the scheduled start of writing time, but before the scheduled finish of writing time, may be admitted only if all the following conditions are met:
 - The principal of the host school, or the principal's delegate, recommends the student's admittance.
 - The student is admitted into the room on the understanding that their response materials may not be accepted by the VCAA. The student must be advised of this condition and must sign acceptance of this requirement on the Statutory Declaration.
 - The student completes a statutory declaration immediately following the conclusion of the examination declaring:
 - the reason for being late for the examination,
 - the time of admittance to the examination room,
 - they have not seen or read the examination question book prior to their admittance,
 - they have not received any information about the contents of the examination question book.
 - they understand that their response materials may not be accepted by the VCAA.

Appropriate arrangements can be made to enable the student to complete the examination and that it can be completed without disruption to other students. The student is allowed the full writing time but is given no allowance for reading time.

Performance or Languages oral examination or Extended Investigation oral presentation may have their assessment rescheduled to an alternative time, provided the student has a valid reason for the lateness, which must be endorsed by the student's home school.

Appendix 1 – Student Personal Details Form – Blank



Geelong High School



25 November 2019

VCE and VCAL Student Personal Details 2019

Instructions: This form is to be completed by all students upon your first enrolment in the Victorian Certificate of Education (VCE) or the Victorian Certificate of Applied Learning (VCAL). This is an official document to be retained by your educational provider. For the purposes of VCE and VCAL enrolment, you are required to use your legal names. Please print clearly and in CAPITAL LETTERS.

Family name

First name

Second name

Gender (M or F or X, where X is undefined gender)

Date of birth

(dd/mm/yyyy)

Are you of Aboriginal or Torres Strait Islander origin?

(Y or N). If Y(es) tick the applicable boxes below.

Aboriginal

Torres Strait Islander

VCAA student number

VSN

(Victorian Student Number)

Student Management ID

(e.g. CASES ID)

Email address

(must be active for results delivery)

Telephone

(student mobile preferred)

Postal Address

(for results delivery)

Suburb/Town

Postcode

State/Country

Year level

Form/Home group

NOTE: This is Page 1 of a 4 page document. Please read all pages and sign where relevant (see Section D&E on page 3 for consents, and the Section F for the General Declaration).

All students undertaking VCE must sign the General Declaration.



Appendix 2 – Student Full Details Report

Current and any previous years' enrolments for all assessing schools are shown.

Student VCE Details -		2 December 2019					
Student Number: 10000000000000000000	External ID: 10000000000000000000	VSN: 10000000000000000000					
Family name: 10000000000000000000							
First name: 10000000000000000000	Second name: 10000000000000000000						
Gender: Male	Date of birth: 10000000000000000000						
Email: 10000000000000000000@hotmail.com	Telephone: 10000000000000000000						
Postal address: 10000000000000000000 GEELONG, VIC 3220							
Home school: 01166 Geelong High School							
Year level: 11	Form group: 11LA						
IB student: N	Permission for use of student work: N						
Consent given for release to the print media of name and school for any study with a score of 40 or higher: N							
Consent given for release to Government Departments of personal details for awards or prizes: N							
Consent given for release of contact data to On Track: N							
Course type: VCE- Your program this year will contribute to the award of a VCE certificate.							
Deaf or hearing impaired? N (Y/N)	Exchange overseas student? N (Y/N)						
Adult returning to study? N (Y/N)	Full fee paying o/s student? N (Y/N)						
ATSI status: No Aboriginality	EAL status: (A/N)						
Interrupted studies:							
Eligible for credit towards VCE: N							
VCE satisfactory completion: N							
Enrolled in one or more VET certificates: Y							
Claiming past results: N							
Current Year VCE Enrolments at Geelong High School							
Unit	Title	Year	Sem	Class	Teacher	School	Result
BM011	BUSINESS MANAGEMENT 1	2019	1	B	YEC0	01166	S
BM022	BUSINESS MANAGEMENT 2	2019	2	B	YEC0	01166	S
EN011	ENGLISH 1	2019	1	A	OKS0	01166	S
EN012	ENGLISH 2	2019	2	A	OKS0	01166	S
MA071	MATHS: GENERAL MATHEMATICS 1	2019	1	C	KOP0	01166	S
MA072	MATHS: GENERAL MATHEMATICS 2	2019	2	C	KOP0	01166	S
OS011	OUTDOOR AND ENVIRONMENTAL STUDIES 1	2019	1	A	MOT0	01166	S
OS022	OUTDOOR AND ENVIRONMENTAL STUDIES 2	2019	2	A	MOT0	01166	S
PE011	PHYSICAL EDUCATION 1	2019	1	B	ANS0	01166	S
PE022	PHYSICAL EDUCATION 2	2019	2	B	ANS0	01166	S
SR521	SPORT AND RECREATION L 1	2019				01166	S
SR522	SPORT AND RECREATION L 2	2019				01166	S
SR523	SPORT AND RECREATION L 3	2019				01166	S
SR524	SPORT AND RECREATION L 4	2019				01166	S
I have checked the above information and confirm its accuracy. Current and any previous years' enrolments for all assessing schools are shown.							
Student Signature:						Date:	
Amendments:							



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