



# The Hester Hornbrook ACADEMY VCAL/VET

# Handbook

2020

## **Purpose**

The purpose of this handbook is to provide teachers, parents/caregiver and students with a reference manual of current Victorian Curriculum and Assessment Authority (VCAA) policies for VCAL and VET at both the State and Academy level.

## **Scope**

It contains VCAA and Hester Hornbrook Academy (HHA) processes with regard to the VCAL and VET, along with the specific teaching and learning and assessment procedures followed at HHA.

## **References**

VCAA, VCE and VCAL Administrative Handbook, 2020. [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)

The Hester Hornbrook Attendance Policy

The Hester Hornbrook Assessment and Reporting Policy

The Hester Hornbrook Student Summary Document

The Hester Hornbrook Snapshot Document

The Hester Hornbrook Individual Education Plan

The Hester Hornbrook Focus Plan

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## Glossary of Terms

<b>HHA</b>	Hester Hornbrook Academy
<b>VCAA</b>	Victorian Curriculum and Assessment Authority
<b>VRQA</b>	Victorian Registration Qualifications Authority
<b>VCAL</b>	Victorian Certificate of Applied Learning
<b>VCE</b>	Victorian Certificate of Education
<b>DET</b>	Department of Education and Training
<b>FE</b>	Full time Equivalent
<b>ICT</b>	Information Communication and Technology
<b>RTO</b>	Registered Training Organisation
<b>SBAT</b>	School Based Apprenticeship or Traineeship
<b>SWL</b>	Structure Workplace Learning
<b>TAFE</b>	Technical and Further Education

## Further important VCAA resources can be accessed at the links below

VCAL – The Hands-On Option for Year 11 & 12 Students:

[http://www.vcaa.vic.edu.au/Pages/vcal/Publications/Publications/vcalinfobooklet.aspx?sm\\_au\\_ =iVVjR7DrQpJt76NM](http://www.vcaa.vic.edu.au/Pages/vcal/Publications/Publications/vcalinfobooklet.aspx?sm_au_ =iVVjR7DrQpJt76NM)

VCAA's VCAL student FAQs:

<http://www.vcaa.vic.edu.au/Pages/vcal/students/studentfaq.aspx>

VCE and VCAL Administrative Handbook

<http://www.vcaa.vic.edu.au/Pages/vcal/providers/resources/teacherresources.aspx#H2N100B1>

*The Hester Hornbrook Academy takes a zero-tolerance approach to child abuse and is fully committed to ensuring that its strategies, policies, procedures and practices meet all Child Safety Standards as specified in Ministerial Order No. 870(2015)*

This information is provided to all secondary students at HHA and is based on the Australian Curriculum, Victorian Curriculum and Victoria Curriculum and Assessment Authority (VCAA) requirements.

It has been developed so that students, parents/caregivers and staff are aware of their responsibilities in the teaching and learning, assessment and reporting process for all secondary students of HHA.

Should a situation arise that is not covered by the provisions of the processes outlined below the teacher should consult the Assistant Principal/Principal for assistance to ensure consistency.

All Hester Hornbrook students are enrolled in a combination of VCAL – Victorian Certificate of Applied Learning and/or Vocational Education and Training - VET programs. The VET program and the qualifications are delivered and assessed in partnership with a Registered Training Organisation (RTO).

### **Student/Parent/Carer:**

At Hester Hornbrook we encourage the student/parent/caregiver to:

- contact the educator and/the Head of Campus in the first instance if there are concerns about performance, wellbeing or other issues of concern
- contact the Head of Campus and/ the Principal/Assistant Principal if there are any general academic, social or emotional problems that could affect assessment or achievement
- inform the Head of Campus and/ the Principal/Assistant Principal of any disability, learning difficulty, injury or other issue that may affect their student/young person's learning and/or assessment performance
- provide evidence for absence when their child is absent from school to the classroom team – educator and youth worker.

**Note:** VCAA/VRQA attendance requirements require schools to be made aware at all times when a student is absent from school.

### **Information provided to students**

Before teaching commences the teacher will provide all students with the following documents (either in soft copy or electronically) a course outline which includes:

- the assessment outline
- the content or curriculum from the teaching and learning program in the sequence in which it will be taught
- the approximate time allocated to teach each section of content or curriculum from the teaching and learning program.

**Note:** Students without internet access at home can request from their teacher a hard copy of these documents.

**Curriculum** is a complete framework that provides information needed to make decisions about the content, the scope and sequences of activities and the selection of instructional strategies and techniques that are likely to be effective in schools. It is an attempt to communicate the essential principles and features of a school's educational plan. A curriculum should be transparent, communicated to staff and open to scrutiny in terms of its capacity to be effectively translated into practice.

**Assessment** is the ongoing process of gathering, analysing and reflecting on evidence to make informed and consistent judgements to improve future student learning. The primary purpose of assessment is to improve student outcomes. It should be based on an understanding of how students learn and should be an integral component of curriculum design. Assessment provides useful information to report to parents on student achievement and requires clarity of learning intentions, and success criteria.

**Reporting** is the process by which assessment information is communicated to help students, parents and teachers make decisions by providing information about what students know and are able to do, together with recommendations for their future learning.

**VET Certificate qualifications** are required to comply with RTO requirements for that individual qualification. Students will be informed of the specific requirements and these RTO requirements take the place of the school-based requirements.

- VCAL & VET selections may be made from a wide range of options. All programs are developed on an individual basis, taking into consideration student educational and wellbeing needs. All programs are also based around vocational and educational pathways.
- Students with special needs will be provided with opportunities to access all courses on offer at HHA.

## SECTION A: VCAL – Victorian Certificate of Applied Learning

### Understanding VCAL

The Victorian Certificate of Applied Learning (VCAL) is a senior secondary certificate of education recognised within the Australian Qualifications Framework (AQF). The VCAL can include components of accredited Vocational Education and Training (VET) and Further Education (FE) qualifications from within the AQF, and VCE studies.

VET training is a compulsory requirement for completion of VCAL certificates at Intermediate and Senior level. The VCAL is accredited and issued at three award levels; Foundation, Intermediate and Senior.

### Nominal duration

Each of the three award levels has a nominal duration of 1000 hours, which typically is a mix of class time and independent learning. However, the nominal hours (including both scheduled and unscheduled contact hours) may vary when considering the specific needs of each individual student.

The three qualification levels provide flexible entry and exit points for a range of student abilities and interests and offer a clear progression for knowledge, skills and attributes.

### Pathways

The VCAL is designed to develop and extend pathways for young people. On completion of the VCAL, students will be able to make informed choices about employment or education pathways.

Our Career and Pathway program assist our students to develop meaningful pathways. These are created by linking student aspirations and future employment goals to the choice of accredited curriculum, as well as connecting VCAL learning programs to work and industry experiences and active participation in the community.

This is a possible pathway at **Foundation** level:

- Intermediate or Senior level VCAL
- apprenticeships and traineeships (school-based or full-time)
- Certificate I (or above) VET courses
- Certificate I (or above) FE courses
- employment.

This is a possible pathway at **Intermediate** level:

- Senior level VCAL
- completion of VCE
- apprenticeships and traineeships (school-based or full-time)
- Certificate II (or above) VET courses
- Certificate II (or above) FE courses
- Employment.

This is a possible pathway at **Senior** level:

- completion of VCE
- apprenticeships and traineeships (school-based or full-time)
- Certificate II (or above) VET courses
- Certificate III (or above) FE courses
- Industry Pathways
- employment.

A VCAL unit contains accredited learning outcomes that are generic by nature and enable content to be developed and/or planned at the local level to suit the individual needs of students.

Locally developed non-accredited curriculum and activities or structured workplace learning programs can contribute to the achievement of learning outcomes in a VCAL unit.

Each VCAL unit is 100 nominal hours in length, and each unit that is successfully completed contributes one credit towards the VCAL at the appropriate award level. The nominal hours include both scheduled and unscheduled time.

### **Satisfactory completion of the VCAL**

The Victorian Certificate of Applied learning (VCAL) is a “hands-on” option for senior students, this certificate is governed by the VCAA and is developed for those who aspire toward TAFE, apprenticeships and training or employment.

To complete the requirement of the award of VCAL, students at HHA undertake the following subjects:

- Literacy
- Numeracy
- PDS – Personal Development Skills
- WRS – Work Related Skills

In order to develop successful pathways and transitions to employment or further study, students (when they are ready and able) participate in Structured Workplace Learning (SWL). This allows students to develop work ready skills and the confidence to gain employment.

Students are monitored for successful completion of VCAL Learning Outcomes using our Student Summary document and our Snapshot document. These are shared with students on a regular basis and with the parent/caregiver at our progress meetings.

The goal set for all our students is successful completion of VCAL (whether intermediate or senior) and a related VET program. Completion and graduation from our programs can occur at the end of each semester. Students who successfully complete VCAL are transitioned to TAFE and further employment and receive access to ongoing support through our Alumni program. This ensures that graduates wellbeing needs are catered for on completion of the secondary school certificate.

### **Eligibility for award of the VCAL**

Students will be eligible for the award of VCAL through a variety of opportunities to meet learning outcomes. Compulsory VCAL units at HHA include:

- Literacy
- Numeracy
- Personal Development Skills
- Work Related Skills
- and Vocational Education and Training

Students are encouraged to complete SWL - Structured Work Place Learning as part of their VCAL program. Students will also be given the opportunity to gain other qualifications through the HHA program. This includes but is not limited to; Safe Food Handling Certificates, RSA, Barista courses, Learning to Drive programs and White Card. The aim of all programs are to develop the skill set of students and the transition to success employment pathways.

# 1. Demonstrating achievement of Learning Outcomes

## Types of assessment in VCAL

A range of assessment methods can be used to verify successful completion of the learning outcomes of each VCAL unit. They may include but not limited to the following:

- Student self-assessment
- Teacher observation
- Reflective work journals
- Student log books
- Oral presentations
- Written text
- Oral explanation of text
- Discussion
- Debates
- Role plays
- Folios of tasks or investigations
- Photos

Wherever possible, students should be observed to demonstrate competence on more than one occasion and in different contexts to make sure that the assessment is as consistent, reliable, fair and equitable as possible.

## Assessing student achievement

A student must complete the structured teaching and learning and assessment program for each VCAL unit.

Assessment within the VCAL should be based on the following principles:

- Assessment tasks/activities should be grounded in a relevant context and not be culturally biased.
- Students should have the opportunity to demonstrate achievement at their own pace.
- Students should be assessed across as wide a range of tasks/activities as possible, in order to increase reliability and validity of assessment. One-off assessment tasks/activities do not provide a reliable and valid measure of competence.
- Instructions for assessment tasks/activities should be clear and explicit. Students must know what is expected and the criteria by which satisfactory completion will be established.
- Time allowed to complete a task should be reasonable and specified and should allow for preparation and reflection as appropriate to the activity. Where the assessment task is linked to a project or activity the assessment tasks/activities may take place over a number of weeks.
- Assessment tasks/activities should be open-ended and flexible to meet the specific needs of each individual student.
- Assessment should include access to ICT where appropriate to the context of the activity or task.
- Assessment must be valid in terms of context and methods.
- Assessment must be reliable in showing consistent results over a number of occasions.

- Assessment must not unduly disadvantage any student and must provide flexibility in the range of methodologies that cater to the needs of individual students.
- When assessing students with particular needs, the validity of assessment must be maintained.
- Flexibility in assessment strategies must be maintained to ensure alternative methods are utilised to allow the demonstration of achievement of learning outcomes without disadvantaging the student.

### **The Quality assurance process of the VCAL**

The quality assurance process ensures that there is a common understanding among teachers regarding assessment judgments and the design of assessment tasks for the Victorian Certificate of Applied Learning (VCAL) levels. It also provides an opportunity for teachers to clarify their ideas about the appropriate VCAL level and tasks for students.

### **Attendance in VCAL classes**

To be awarded successful completion of VCAL, regular attendance is required. If a student is going to be absent from any of their classes their parent/caregiver, or the young person if living independently, must ensure that the classroom team – educator and youth worker are notified.

All attendance records for class will be maintained by the classroom team. It is the classroom team's responsibility to maintain accurate records of student attendance and achievement/results using HHA method of gathering assessment data and a personal soft copy Secondary Planner (or the like).

Attendance is monitored and recorded in the morning before 11am and again after lunch. Students must be contacted, parent/caregivers must be informed prior to 11am if a student under 18 years of age is absent from classes.

Attendance will be monitored in line with the HHA Attendance Policy.

### **Satisfactory completion of VCAL units**

A student will receive an S (satisfactory achievement) for all VCAL units when they have demonstrated achievement in all learning outcomes for the Victorian Certificate of Applied Learning (VCAL) unit.

All VCAL assessment activities should be assessed by the teacher to verify their successful completion. The elements in the VCAL curriculum planning guides further describe the learning outcomes and are intended as a guide for teachers in the design of assessment tasks to ensure consistency in how learning outcomes are interpreted and assessed.

To be credited with satisfactory unit results, students must demonstrate achievement in all

learning outcomes in that unit. Students will receive an S or N (not yet completed) result for each VCAL unit.

Students should be observed demonstrating competence on more than one occasion and, wherever possible, in a range of contexts to make sure the assessment is consistent, reliable, fair and equitable.

Student outcomes will be monitored by the classroom team using the Student Summary document and the Snapshot document. At enrolment and then at each of the Semester Progress meetings, the classroom team in conjunction with the student/parent/carer will develop/review the Individual Education Plan and wellbeing Focus Plan for each student. Goals and targets for future outcomes will be developed/reviewed and outcomes will be reported as part of our Assessment and Reporting process (See: Assessment and Reporting Policy).

### **VCAL certificate**

Each student's VCAL certificate is sent to their home school campus on the scheduled date at the end of the academic year.

Students who are eligible for a VCAL Certificate by the first results submission date may receive their certificate in the middle of the academic year, as HHA has elected to participate in the VCAL midyear reporting process.

### **SWL - Structured Workplace Learning**

Structured workplace learning is on-the-job training during which a student is expected to master a set of skills or competencies related to their VET or VCAL programs. The work placement can be one day per week or a block release, depending on the program or individual circumstances of either the student or employer. HHA works in conjunction with the local LLENs to manage the SWL program.

Students learn specific tasks and are assessed in the workplace, at TAFE or at school. This assessment counts towards their VET certificate. Students must undertake accredited training in Occupational Health and Safety before they commence Structured Workplace Learning.

Employers are also required to provide students with appropriate training and instruction in respect to Occupational Health and Safety at the commencement of their placement.

Students are required to complete and submit the appropriate paperwork and submit it for processing 2 weeks prior to the placement. All students enrolled in a VET program will have an opportunity to complete some Structured Workplace Learning activities.

## **SBAT - School Based Apprenticeship or Traineeship**

The Apprenticeship and Traineeship program allows students to complete a nationally accredited apprenticeship or traineeship within their VCAL studies. They will work in paid employment and undertake training related to their work while studying for their VCAL. Apprenticeship and Traineeship programs will count towards recognition of a student's VCAL.

### **Benefits of a SBAT include:**

- 1 Paid employment
- 2 Training linked to your work and a head start in the job market
- 3 Time taken off a full-time apprenticeship or traineeship gained after completing VCAL
- 4 The opportunity to learn in the workplace
- 5 Credit for the program counts towards satisfactory completion of VCAL
- 6 The opportunity to test a career.

## **SECTION B: VET – Vocational Education and Training**

HHA offers students the chance to study a Vocational Education and Training (VET) program as part of their VCAL.

VET enables students to learn from practical experience from training institutions and actual workplaces to gain an industry-recognised qualification. Please note the following key elements of VET studies:

- Most courses are provided by Melbourne City Mission RTO (40580)
- Classes will only run if the required numbers of students select the course
- Other VET providers can be sourced for students if this is required.

### **Assessment of VET**

To be awarded a VET Certificate a student must achieve competency in a set of compulsory and optional modules as outlined by the RTO. These include both practical and theoretical tasks (hardcopy and online).

A Statement of Attainment will be issued at the end of each of study. Certificates are issued by the Registered Training Authority (RTO), upon completion of programs.

### **All day VET classes**

At HHA, most VET courses are run all day on a Friday. Other VET providers may conduct VET on other days. Given the nature of our Individual Education Plans students may be able to access these days and a modified timetable would be developed to cater for this.

### **Attendance in VET classes**

In order to be awarded successful completion of a VET program regular attendance is required. If a student is going to be absent from a VET class their parent/caregiver must ensure that the classroom team is notified.

All attendance records for VET class will be maintained by the VET trainer. It is the VET trainer's responsibility to maintain accurate records of student attendance and achievement/results using HHA method of gathering assessment data and a personal soft copy Secondary Planner (or the like).

Attendance must be kept for all VET classes.

### **Satisfactory completion of VET units**

Students will receive an S for a unit of competency if they have demonstrated competence as assessed by their registered training organisation (RTO). Progress toward completing VET outcomes will be document on the VETis Snapshot document, this will be shared with students and parent/caregivers at Progress Meetings and as part of the HHA Assessment and Reporting process.

### **Not yet competent - VET unit of competency result**

Students will receive an NYC (not yet competent) result for a unit of competency if they have not yet demonstrated competence.

For VET subjects the VET trainer will notify the student and the parent/caregiver in writing about the risk of failure to complete work for the student. If the matter is not resolved satisfactorily, there will be subsequent communication with the parent/caregiver by the Principal/Assistant Principal.

## **SECTION C: Authentication and managing assessment**

All students must submit work for assessment that is their *own*.

All staff (teachers/VET trainers and youth workers) at HHA will:

- monitor the progress of students
- identify learning issues and assist in the development of strategies
- be an integral part of an explicit curriculum and the subsequent teaching and learning process
- provide formative feedback to improve student performance in the future
- monitor the progress of students through fair and valid judgements
- measure the achievement of students and inform reporting on progress and achievement.

School-based assessment of student achievement in all of the Hester Hornbrook classes must be based on the following principles:

- assessment (both formative and summative) is an integral part of teaching and learning
- assessment should be educationally sound and must be fair
- assessment should be designed to meet its specific purpose/s
- assessment should lead to informative reporting
- assessment should lead to school-wide evaluation processes.

Assessment should provide significant data for improvement of teaching practices. Assessment tasks which are developed must be clearly linked to the curriculum and course outline published to all students, relevant VCAA documentation and the assessment specifications of the VCAL or VET program.

### **Moderation Process**

**Moderation** - is a collaborative process, applied to the marking of student work to ensure that valid, reliable and appropriate standards are being used and consistently applied when judging the level of achievement and effort demonstrated by students.

In order to ensure the integrity of assessment and accuracy of records, monitoring of student participation in project work (as part of the VCAL program) and of student outcomes all teaching staff will work collaboratively to discuss discrepancies and common agreement will be reached to ensure that appropriate standards have been reached and the outcomes awarded are at an agreed standard.

**Cross Marking** - is a process where teachers reassess students' work already assessed by another teacher. This process will ensure integrity, consistency and accuracy of assessment and student outcome.

The primary goal of this process of cross marking and moderation is to reach a shared understanding or consensus about what constitutes quality work, consistent with the requirements of the program – be it VCAL outcome completion or VET competency.

Comparability and integrity of assessment will not be achieved by averaging or one person taking control, it is achieved through collaboration.

Moderation will occur to ensure that:

- Standards are consistently applied when staff members make judgements about the level of student performance, completion and final outcomes - are all staff judging work in the same way; is their consistency and is fairness being applied.

*This is a process to achieve fairness in marking across all VCAL subjects and to maintain our high expectations across all campus of HHA.*

## **Cheating, collusion and plagiarism**

HHA values academic integrity.

Plagiarism means representing the ideas and work of others as your own and is an example of academic dishonesty. All students are required to know and comply with this policy.

Students must be taught and then practice the skill of paraphrasing and summarising.

It is the student's responsibility to ensure all instructions relating to assessments/outcome completion are understood. Students are not to collude with other students, have possession or knowledge of assessment questions before an assessment or have possession of unauthorised materials or devices, such as mobile phones, during an assessment.

Students must not cheat (i.e. engage in a dishonest act to gain an unfair advantage).

All work must be the work of the student. Students are not permitted to submit for marking, as original, any work which is:

- prepared or substantively contributed to by another person (e.g. student, teacher, tutor or expert)
- copied or downloaded from the internet without acknowledging the source
- paraphrased or summarises the work of others.

If a student is believed to have engaged in cheating, collusion or plagiarism, the educator will refer the matter to the Assistant Principal. As part of this process, the student and the

parent/caregiver will be informed of suspected inappropriate behaviour. The student will be provided with the right of reply.

If it is demonstrated beyond reasonable doubt that a student has cheated, colluded or plagiarised, one of the following penalties will apply:

- a mark of zero for the assessment task/outcome
- an alternative task will be developed and will be required to be completed

The parent/caregiver and the student will be informed in writing of the decision made, the penalty and any further disciplinary action.

### **Students requiring Learning/Wellbeing Support**

Students with identified special educational needs will, where their disability, impairment or medical condition will significantly affect their access to a particular part of the curriculum or the assessment/outcome, have these reasonably adjusted by the educator. This will be done in consultation with Assistant Principal and our Learning Support Educator. Evidence of the identified special education need should be document in the student Individual Education Plan (IEP) and will include strategies to support the student to achieve successful outcomes in their VCAL and VET program.

Students who are unable to complete an assessment/outcome because of their disability (diagnosed or imputed) will be provided with alternative opportunities to demonstrate their knowledge, skills and understandings.

For VET qualifications, reasonable adjustments will be provided for students with special educational needs (such as disability or a learning difficulty) according to the nature of the learning need and the requirements of the relevant Training Package.

Where a student/parent/care giver is concerned that a student has not received the appropriate support, or that the support needs to be reviewed due to the changing nature of the learning difficulty, then it is most important that they make direct contact with the classroom team, VET Trainer or the Principal/Assistant Principal.

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## **VCAA Authentication rules**

Students must observe and apply rules for the authentication of school-based assessment.

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 include:
  - 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 levels of assistance include:
  - 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.

### **Identifying authentication problems**

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.

### **Strategies for avoiding authentication problems**

To reduce the possibility of authentication problems occurring, or problems being difficult to resolve, the following strategies are advised:

- Teachers should ensure that tasks are kept secure prior to administration.
- Ensure that a significant amount of class time is spent on the task so that the teacher

is familiar with the student's work and can regularly monitor and discuss aspects of the work. Regular written records should be made of when student work was checked.

- Ensure that students are working with a current copy of the accredited study design, the current assessment and advice so that they fully understand the requirements of the set task
- Assessment tasks should not be recycled from year to year unless significant modifications are made to ensure that students are unable to use other students' work from a previous academic year. Remember it is school policy to return all assessed tasks to students once marked and feedback has been provided.
- Ensure internal moderation and cross marking procedures are applied where there is more than one class.

### **Breaches of authentication rules**

Principals are responsible for the administration of VCAA rules and instructions in their schools. One of these rules is that a student must ensure that all unacknowledged work submitted for assessment is genuinely his/her own. If any part or all of the work cannot be authenticated, then the matter must be dealt with as a breach of rules.

Suspected breaches of VCAA rules will be handled by the Assistant Principal, a statement outlining the nature of the suspected breach of rules and will be given, and the student will be provided with an opportunity to respond. A meeting will be organised, a Breach of Rule Panel meeting, consisting of the Assistant Principal and classroom teacher/ET trainer, as well the student and a support person.

The student will be notified of the outcome of the Breach of Rules Panel in writing. If the student disagrees with the outcome of the Breach of Rules Panel, they may formally appeal to the VCAA.

Students or staff who believe that a breach of rules has occurred, or that a student has behaved inappropriately, should report the incident immediately.

## **SECTION D: Attendance Policy**

### **Attendance Policy Summary:**

- VCAL and VET students are required to attend ALL timetabled classes
- The only exceptions are authorised school events, such as excursions etc.
- A note and/or a medical certificate must support absences due to illness
- It is the student's responsibility to inform classroom teachers of known absences and to provide a medical certificate or a note from a parent/caregiver or significant other
- As work is usually completed in class time to allow judgements of authentication to be made, students need to be present for sufficient class time to undertake their VCAL or VET program
- Students who do not attend on a regular basis will take part in a Student Support Group (SSG) meeting. This meeting will allow HHA staff to assist the student with regular attendance, wellbeing concerns and will involve the review of the students Individual Education Plan.

*For further information see The Hester Hornbrook Attendance Policy*