



HUME CENTRAL
Secondary College



HUME CENTRAL SECONDARY COLLEGE

SENIOR STUDENT HANDBOOK

ACHIEVEMENT

DIVERSITY

SUCCESS

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Principal's Message

At Hume Central Secondary College we aim to provide our students with a high-quality, relevant and engaging education. We believe that every learning pathway is valid and must be nurtured and we expect that every student will achieve their personal best. As such, it is our goal to provide our students with a diverse range of learning program options so that every student can engage in a learning program that will suit their diverse learning needs. Whilst it is our aim to challenge our students, we also wish to ensure that they feel supported in rising to meet this challenge.



Jeffrey Mulcahy
College Principal



Silvia Quaine
Campus Principal

Our positive culture at Hume Central Secondary College is built on the strong values of learning, respect and responsibility and we provide an inclusive learning environment that encourages intrinsic motivation, resilience, collaboration and a growth mindset. Our aim is to develop courageous and compassionate young people who have the skills and attributes to confidently tackle the future challenges of our ever-evolving world.

We have high expectations of our students, and our team of expert teachers and support staff are committed to supporting our students' learning growth and academic achievement as well as their emotional, social and physical wellbeing. We value the rich cultural diversity of our school community and the strengths and unique perspectives of each student and their families. We are proud of our college's achievements and of the role that our senior campus – Town Park – plays in nurturing students' passions and interests.

College Vision

At Hume Central Secondary College we aim high and strive to discover our unique talents in order to chase our dreams and create a successful future.

Guiding Principles

ACHIEVEMENT: Supporting all students to achieve their personal best

DIVERSITY: Recognise the diverse backgrounds, cultures, talents and aspirations of our students and providing rich learning opportunities for all

SUCCESS: Developing the knowledge, skills and personal attributes that will enable our students to lead successful lives beyond school

General Information

General Office:

Opened from 8am-4:30pm
www.humecentralsc.vic.edu.au
www.instagram.com/hume_central_sc
www.facebook.com/humecentralsecondarycollege

Location:

In the heart of Broadmeadows, across from Broadmeadows Shopping Centre. Hume Central Town Park campus is close to multiple bus stops and walking distance from Broadmeadows Train station.

Leaving campus:

Year 10/11s:

Need to remain on school grounds for the entirety of lunch break. Under no circumstances are they allowed to leave campus.

Year 12s:

Year 12 students are permitted to leave campus at lunch to walk to Broadmeadows shopping Centre, or Dimboola road complex. All year 12s must return by 12:00pm to start preparing for Period 3 class. This permission is granted at the start of the new year. If parents wish to opt out of this arrangement please contact the general office on 90663600 so this can be arranged.

Students aged over 18 with a Victorian drivers license can drive themselves to and from school, however they cannot carry other passengers in their vehicle, nor drive off school grounds during lunch.

All students wishing to drive to school need to complete the **“Use of car by senior students form”** which can be collected from front office.

Mobile phones/Electronic device:

Based on Victorian government ruling, the use of mobile phones and electronic devices including smart watches/ear buds is prohibited during school hours. Owners of mobile phones and electronic devices bring them to the College at their own risk. The College is not liable for any loss or damage to these items. Once students enter the school grounds, they must switch off their mobile phones/electronic devices and securely store them or leave these devices at home.



Town Park Campus
Senior Years 10-12
60-78 Tanderrum Way, Broadmeadows
(03) 9066 3600

Bell times: (new in 2024)

Period 1	9:00 – 10:12
Period 2	10:12 – 11:24
LUNCH	11:24 – 12:24
Period 3	12:24 – 1:36
Period 4	1:36 – 2:48

Term dates: 2024

	Commences	Finishes
Term 1	January 30 th	March 28 th
Term 2	April 15 th	June 28 th
Term 3	July 15 th	September 20 th
Term 4	October 7 th	December 20 th

Attendance

All VCE and VM units require at least 50 hours of scheduled classroom instruction.

A student needs to attend sufficient class time to complete learning tasks and to ensure authentication. "The school sets minimum class time and attendance rules. If a student has completed work but there has been a substantial breach of the school's attendance policy, and the school therefore wishes to assign an N result for the unit, the school must assign an N for the outcome which cannot be authenticated." (See current VCE and Vocational Major Administrative Handbook 2023, VCAA)

ATTENDANCE REQUIREMENTS:

- Hume Central Secondary College requires that students must attend 100% of the College program.
- No more than 5 unapproved absences per semester.
- Family holidays during term time are not approved absences.
- Students who fail to meet these requirements will jeopardise their chances of successfully completing units of study.

EXPECTATIONS OF STUDENTS

- Arrive on time to school and to every class ready to learn.
- Provide a written explanation from medical practitioners when absent.
- Remain on school premises during school hours.
- If absent, contact teacher/s, check compass and complete set work.

VCE Approved reasons for absence	VCE Unapproved reasons for absence
Illness (medical certificate required)	Driving lessons/License testing
Funeral (notice from paper and note from home required)	Personal issues (without further explanation)
Medical/dental appointments (which cannot be arranged out of class time, medical certificate required)	Family commitments /Family holidays/Birthdays
Court appointments and counselling (letter from the court required)	SAC / SAT preparation or completion of work due in other subjects
College/State/National representation in sport (if outside school, letter from coach is required)	Part time work commitments
Class excursions/Approved School events/ School Leadership activities/VET classes	Sleeping in or missing the bus/car or bike breakdown
Year 12 Examinations (for those in Year 11)	Supporting upset friends or timetable mix-ups
Religious (with advance notice from families)	Centrelink appointments

Punctuality

It is critical that students at Hume Central Secondary College arrive to school and class on time so as not to impact their own learning and the learning of others.

As a means of ensuring that students understand the value of time spent in class learning, the following 'Punctuality - Time loss' measures will be actioned in 2024:

- Students who arrive late to class/school on 10 occasions will be issued with 1 period of unapproved absence from learning. This period of absence will be taken from either the subject most impacted by this ongoing lateness or from English/EAL.

Eg: 22 lates for the semester = 2 unapproved absences

- An Individual Punctuality Plan (IPP) will be constructed following in consultation with the student/s by the Year level Team or Student Engagement Leader. This period of absence will communicated via a formal school letter.
- Students who fail to address concerns and engage with support regarding punctuality risk the potential of receiving an N result based on our attendance policy.

Positive Behaviour Expectations

School wide positive behaviour support (SWPBS)

Is a comprehensive framework which involves shifting away from more reactive approaches to student behaviour towards a more flexible, positive, proactive and preventive continuum of behaviour support for all students. This explicit focus on positive behaviours, on teaching and rewarding positive behaviours, will continue to ensure our learning spaces are safe and orderly, leading to improved student engagement and academic progress.

We have three positive behaviour expectations that we expect every member of our community to uphold and ways to do so in our matrix below:

We Are RESPECTFUL

We Are RESPONSIBLE

We Are LEARNERS



SCHOOL WIDE POSITIVE BEHAVIOUR EXPECTATIONS (SWPBS)

	At all times, members of the Hume Central Secondary College community ...
WE ARE RESPECTFUL	<ul style="list-style-type: none"> ◦ Build respectful relationships ◦ Are polite and use appropriate names ◦ Listen to others and take our turn to speak ◦ Respect rights and opinions of others ◦ Make positive contributions online ◦ Take a positive stance in response to all inappropriate behaviours including bullying ◦ Are inclusive ◦ Show empathy and appreciation
WE ARE RESPONSIBLE	<ul style="list-style-type: none"> ◦ Use diaries and lockers effectively ◦ Move safely in and around school ◦ Stay in designated areas ◦ Use appropriate indoor or outdoor voices ◦ Wear school uniform correctly and with pride at, to and from school ◦ Care for and appreciate our environment and belongings ◦ Contribute to College, house and campus activities ◦ Represent our College in a positive manner when in the community
WE ARE LEARNERS	<ul style="list-style-type: none"> ◦ Arrive ready for learning ◦ Submit all homework and learning tasks on time ◦ Engage positively in all learning activities ◦ Work collaboratively ◦ Work independently and allow others to do so too ◦ Use feedback to improve behaviour and performance ◦ Use technology for learning ◦ Aim for quality with everything we do

Exit - Reconnect:

In the event that a student does not engage in the above expected behaviours and continues to demonstrate inappropriate behaviour after the teacher has used a range of strategies to respond to this behaviour, the student will be exited and need to attend a 30 minute afterschool reconnect detention.

Uniform

By having a compulsory uniform, the College aims to enable students to develop a greater sense of belonging and connectedness. It also make school safer by identifying our students from students from other schools and outsiders, and ensure that we are compliant with current Occupational Health and Safety guidelines.

Students from Years 7-12 are expected to wear full College Academic uniform daily, including when travelling to and from the College and on most excursions.

If a student is at school out of uniform, one of the following practices will be followed:

- Where there is a long term difficulty, the school will consult with parents/carers to find a solution.
- If the parent/carer can be contacted, the student will be sent home to return only when in full school uniform. If the parent/carer cannot be contacted the student will be provided with emergency clothing (if available) for that day. The student cannot return to school until they are in full uniform.

College Uniform	
Academic Uniform	Sports uniform
<ul style="list-style-type: none"> • College white shirt • Collee grey trousers or shorts • College skirt or dress • College jumper • College blazer or soft-shell jacket • All back closed toe shoes • White or black socks <p>Please note: Year 12 students have option to purchase a Year 12 jacket</p>	<p>Sports uniform may only be worn during Physical Education classes or interschool sports competition.</p> <ul style="list-style-type: none"> • College sports shorts or track pants • College sports polo • College rugby top • College soft shell jacket
Information	Accessories
<ul style="list-style-type: none"> • Dress/skirt/short length: Must be worn at length deemed appropriate by the College • Must be hemmed not rolled • Hair and make-up – All students with long hair are encouraged to tie their hair back. • If students choose to alter the colour of their hair, they must ensure the colour is a naturally occurring colour. <p>Facial piercings: Facial piercings are not permitted except for small studs which sit flush against the skim. Students who wear protruding facial jewellery will be required to remove this item.</p>	<ul style="list-style-type: none"> • Navy or black beanie outdoors only • College navy cap – outdoors only • Winter scarf – white, navy or black • Hijab - white, navy or black • Bandannas are not permitted • College tie optional



ACHIEVEMENT DIVERSITY SUCCESS

Authentication

Authentication is a process to ensure that the work submitted by a student is not plagiarised or completed by someone else on their behalf. Authentication measures are used to maintain academic integrity and to prevent cheating or unethical behavior. This process can involve confirming that the work aligns with the student's abilities and understanding of the subject.

Students must not receive undue assistance from another person or Artificial Intelligence in the preparation/submission of work.

How do I ensure that my work is authenticated?

- Make sure that you and your teacher periodically monitor the development of your work within the time set down for each activity.
- Retain all appropriate documentation showing preparation for the task (e.g. drafts, notes, exercises, etc.).
- Acknowledge all resources used; this will include text, websites and source material and the name(s) and the status of the person(s) who provided assistance and the type of assistance received.
- You must not accept nor give undue assistance from any other person in the preparation and submission of work. Undue assistance would include being provided with actual adjustments or improvements to your work, or having work dictated to you. It is unacceptable to make use of, or copy, another person's work or other resources without acknowledgement.
- Your teacher may ask you to demonstrate your understanding of the work during the period set aside for the task, or around the time you submit the work.
- You will be required to sign a declaration at the time of submitting School-assessed Coursework. The declaration will state that all unacknowledged work is your own.

What happens if the authenticity of my work is challenged?

If a piece of work submitted by a student is queried on authenticity, the teacher will inform the Team leader and the following will occur:

- The teacher may ask the student to provide evidence that supports the authenticity of the work, for example preparation notes, exercises or drafts. Preparation shown to the teacher for the first time after the due date of the piece of work will not be considered.
- The teacher will collate details of the student's class attendance and other evidence of the progress (or lack of progress) of the work being questioned.
- The student will be required to attend a VCE Breach of Rules meeting and sit in front of the Authentication panel to determine consequences for the authentication breach.

What are the consequences of authentication breach.

a. Reprimand only – Written Warning for a first offence, SSG and letter sent home.

b. Student is Ungraded for the task (0% Result) with redemption opportunity to demonstrate achievement of learning outcome for the second offence.

Depending on the nature of the breach, VCE/VAL students may move straight to consequence C.

c. Student is Ungraded for the task (0 Result) AND an N Result is issued for the learning outcome and hence the unit. This is for subsequent offences.

Satisfactory completion of Units

The Hume Central Secondary College Satisfactory Completion Policy outlines the minimum requirements for students in Years 7-12 to satisfactorily complete units of work each semester.

For satisfactory completion of a VCE unit, students must demonstrate their achievement of set outcomes as specified by the VCAA subject Study Design. Students should familiarise themselves with the Study Designs of their chosen subjects.

Students will be provided with multiple opportunities to develop and demonstrate these requirements to meet the outcomes of the unit. Multiple opportunities through hurdle tasks, classwork learning activities and /or CFAT/CAT/SACs.

Satisfactory VCE unit result – ‘S’

The student will receive an ‘S’ (satisfactory) completion of a unit if the teacher determines that the student has:

- Produced coursework that demonstrates achievement of the outcomes
- Submitted work on time that is clearly their own
- Observed the rules of the Victorian Curriculum and Assessment Authority (VCAA)
- Met the attendance requirements of the College.

Not Satisfactory VCE unit result – ‘N’

Students receive an ‘N’ (not satisfactory) for the unit when one (1) or more of the requirements listed are not achieved:

- Work does not demonstrate achievement of the outcomes, based on the Study Design and teacher judgement
- The student has failed to meet a school deadline for the assessment task, including if an extension of time has been granted for any reason, including Special Provision
- The work cannot be authenticated
- There has been a substantial breach of rules
- Student has not met the attendance requirements of the College.

If a student receives an ‘N’ for a unit, the unit will not contribute towards the overall achievement of their VCE.

SAC/SAT Attendance:

Absence from a SAC or failure to submit a SAT by the due date, may result in the student receiving 0 for that task, and may result in an ‘N’ for that Unit.

If a student is absent on SAC date they will be required to bring in a medical certificate to be awarded a score. The SAC will be rescheduled to the next day where possible, this task will be different from other students to ensure the authentication policy is being met. If a student does not sit this task during rescheduled time without an approved reason then a 0 will be awarded and they may receive an ‘N’ for the unit.

Progression across Year levels

Progression from Year 10 to Year 11

In order to be considered for promotion to the next year level, students must satisfactorily complete 9 units, which consists of:

- both semesters of English
- at least 1 semester of Mathematics
- at least 6 other specialisation units

Progression from Year 11 to Year 12

In order to be considered for promotion to the next year level, students must satisfactorily complete 9 units:

- one unit of English
- at least 8 other Units

Students and Parents will be required to participate in meetings when a student is identified as 'at risk' due to their unit results. These meetings will address necessary support, potential contracts, and available pathway choices.

Completion of VCE and VCE-VM

Victorian Certificate of Education (VCE)

The minimum VCE requirement, is satisfactory completion of 16 units, which must include at least:

- three units from the English group, including a Unit 3–4 sequence
- three Unit 3–4 sequences, which can include further sequences from the English group.
- no more than 5 unapproved absences per subject

The [Victorian Tertiary Admissions Centre](#) (VTAC) advises that satisfactory completion of a scored Unit 3–4 sequence from the English group of studies is required for the calculation of a student's ATAR.

VCE - Vocational Major

The minimum VCE VM requirement is satisfactory completion of 16 units, which must include at least:

- three VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
- two VCE VM Numeracy or VCE Mathematics units
- two VCE VM Work Related Skills units
- two VCE VM Personal Development Skills units
- a minimum of three additional Unit 3–4 sequences, which can include other VCE or VCE VET studies
- a minimum of 180 nominal hours of VET at Certificate II level or above.
- no more than 5 unapproved absences per subject

Upon satisfactory completion of the VCE VM program, the student will receive the appellation of 'Vocational Major' on their VCE certificate.

Exams

Internal examinations

Year 10 and Year 11

The exam period for Years 10 and 11 will be held over one week in June and one week in November. All Year 10s and 11s are expected to attend all their exams as it is an important educational experience and excellent practice for the Year 12 examinations. Feedback on exam performance will be given to the students in the weeks following the exams. Students are expected to use this feedback to improve on performance in future exams.

Units 3 and 4

Unit 3 trial examinations will take place during June school holidays

Unit 3 & 4 trial examinations will take place during September school holidays.

All students completing a Unit 3/4 subject will be required to attend these exams.

Units 3 and 4 material will be examined, modelling end-of-year structures relevant to each study, thus providing a genuine exam experience to the students. The exams will be used as a diagnostic tool to measure the level of embedded knowledge and skills, and to target and consolidate specific areas identified for improvement.

Students are also encouraged to complete as many practice exams as possible before the external VCAA exams.

External examinations:

External examinations are set, administered and assessed by the VCAA. All students who complete Units 3 and 4 are required to complete the external examinations. These examinations cannot be rescheduled. Students receive an examination navigator prior to their scheduled examination and this is also published on the VCAA website.

2024 Examination period: Tuesday 29th October – Wednesday 20th November.

General Achievement Test (GAT)

The GAT (General Achievement Test) is compulsory for all students

The General Achievement Test (GAT) is a test of general knowledge and skills. It covers the areas of communication, mathematics, science and technology, the arts, humanities and social sciences taken by students in the course of completing their senior secondary studies.

Although the GAT result does not count directly towards VCE/VM, it does play an important role in checking that school assessed course work/tasks and exams have been accurately assessed. It also helps VCAA derive an assessment grade if a student cannot undertake an assessment due to special circumstances.

Universities and TAFE access GAT results to see if students are competent in the areas of numeracy and literacy.

2024 GAT DATE: Tuesday 18 June 2024

Study habits / Homework

Hume Central Secondary College teaching staff set homework to complement and reinforce classroom learning. All students will have homework, which must be completed by the set date.

Students are also expected to complete set work, revise and study coursework as part of their homework routine. Parents/guardians wishing to know their child's study responsibilities are encouraged to contact their child's Year Level team for details.

The completion of homework tasks assists in fostering good lifelong learning skills and study habits providing an opportunity for students to become responsible for their own learning.

The suggested number of hours to be dedicated to homework each night are shown in the table.

Year level	No. hours per night
Year 10	1-2 hours a night
Year 11	2-3 hours a night
Year 12	3+ hours a night

To support all students to achieve academic success, the College runs homework club two sessions per week afterschool, with teachers / tutors in attendance. **Homework clubs runs every Monday and Thursday from 2:45 -4pm.**

If students would like to participate in homework they are required to fill out a **"Homework club form."**

Study Hall

All year 12 VCE students and selected Year 11 students will have study hall allocated to their timetable.

Study hall provides students with a structured, quiet space to complete homework, study, and develop time management skills. It reduces distractions, encourages accountability, and supports students in readiness for exams. It's a dedicated time for academic focus and preparation, fostering a safe and orderly learning environment.

Study Hall Expectations:

- Arrive on time ready for learning
- Sit at the allocated desk
- Bring all required material and use the entire period for study purposes
- Remain at your allocated desk, no changing or moving desks is allowed
- Use this time/space for independent study, no group work allowed
- Use time productively to complete set tasks, revise content and/or prepare for assessment
- Headphone/earphones are not permitted
- Follow the Mobile Phone policy; no phones must be brought to Study Hall
- Respect the learning of others at all times
- Bring no food or drinks other than water in this space
- Raise your hand if they have questions; the supervisor will attend to you
- Use your diary if you need to leave Study Hall for purposes such as printing or toilet; diary must be signed by the supervisor
- Wait to be collected by a teacher for support outside Study Hall
- Use netbook for study purposes only
- Follow SWPBS and ensure that behaviour is respectful at all times towards supervisor and peers. Where students are exited, the Exit Policy will apply.

Special Provisions

Hume Central Secondary College recognises that a students' ability to effectively engage in learning can be impacted by physical or mental illness, injury or disability. The College considers and implements a number of supports including the application of educational Special Provision.

As outlined by VCAA:

'Schools may approve special provisions and arrangements for both classroom learning and School- based Assessments to enable students with a disability, impairment or illness to demonstrate what they know, and to participate in classroom learning'.

In accordance with VCAA requirements, Hume Central Secondary College will consider if a student is eligible for Special provision for School-based assessment, including examinations, if their ability to demonstrate achievement is adversely affected by:

- An acute or chronic illness
- A long-term impairment or disability
- Personal circumstances

Possible provisions:

The provisions made for school-based tasks and assessments are determined by the College and examination arrangements are made by VCAA. These decisions are based on the evidence provided.

Possible provisions include:

- rescheduling classroom activities and/or assessment task
- allowing the student extra time to complete the task
- using technology, aides or other special arrangements to complete classroom learning and/or undertake assessment tasks
- having a separate space during exams

Depending on the supporting evidence/documentation, the Special Provision provided can be implemented for a period of time ranging from a Term to one academic year. This Special Provision will then be reviewed at the end date.

Please note: *To be eligible for special provisions. All applications must be supported by current and appropriate documentation such as specialist certificates, medical reports and educational psychologist's assessments.*

Change of subject

Before the commencement of a unit of study or the completion of the Subject Selection process, students may request a change of subject.

This is a request only, changes will be determined by:

- Class sizes and timetable allocations
- Learning behaviours, academic engagement and attendance
- Career pathway options
- There is only scope for one change of subject

Students wishing to change a unit of study must:

- Discuss the change with careers
- Complete the **Request to Change a VCE Subject form**
- Hand in signed form to Team leader/coordinator by set date

Study score

The overall achievements for each study will be calculated and reported as a Study Score (a student's performance in that subject compared to others) on a scale of 0 to 50. It is not a percentage. You must satisfactorily complete Units 3 & 4 to qualify for a Study Score for a subject.

"All study scores are scaled by VTAC before they are used to calculate the ATAR. Scaling adjusts the study scores in each study to take account of the strength of competition among students taking the study. The strength of competition in each study is measured by how well the students in that study performed in their other studies. The study scores are scaled so that the overall level of scores in that study matches the scores obtained by the same group of students in all of their other studies combined." **Scaling and the ATAR – VTAC**

Australian Tertiary Admission Rank (ATAR)

The ATAR is based on rank, not performance. So if you get an ATAR of 80, it means you performed better than 80 per cent of students – you're in the top 20 per cent in the state!

The ATAR is the main criterion for entry into most undergraduate university programs in Australia.

It is calculated by ranking students on the sum of their:

- Best score in any one of the English or EAL.
- Scores of their next highest three studies
- 10 per cent of the scores for any fifth or sixth study which may have been completed.

This aggregate is then changed to a percentage and used to rank students from 0 to 99.95.

Victorian Tertiary Admissions Centre (VTAC)

The Victorian Tertiary Admissions Centre (VTAC) is an independent shared admissions service facilitating access to tertiary education and further study opportunities and pathways for learners in Victoria and beyond.

VTAC supports young people, professionals and learners of any age and at any stage of life to connect with further study to achieve their learning aspirations, professional growth, and dream careers.

VTAC applications open during term 3. Students are encouraged to make 12 preferences in order of priority, made up of both TAFE and University courses.

VTAC APPLICATION PROCESS

- VTAC information session for all students (during mentoring)
- Explanation of online process
- Individual careers counselling appointments
- Special Entry and Access Scheme (SEAS)
- Applications for scholarships.

SEAS

Universities and TAFEs have particular requirements plus ATAR scores for accepting students into courses. The SEAS allows some students to enter without meeting all the requirements; if they can provide evidence of their special circumstances. This evidence can be provided by doctors, counsellors, welfare team members or teachers who are aware of your personal circumstances.

SEAS applications will be completed around the same time as your VTAC application. However, it may be necessary to start collecting evidence early in the year depending on your circumstances

Special Entry and Access Scheme Categories include:

1. Personal information and location
2. Difficult circumstances
3. Disadvantaged financial background
4. Disability or medical conditions

DESCRIPTION OF SEAS CATEGORIES AND EXAMPLES OF EVIDENCE

SEAS CATEGORY	DESCRIPTION	EXAMPLES OF EVIDENCE
1	Personal information and location. This includes non-ATAR based scheme for under-represented schools. It also includes non-English speaking background and applies to students who have arrived in Australia within the last 10 years from a non-English speaking country.	<ul style="list-style-type: none">• Home or school postcode• Recognition as an indigenous Australian• Under-represented school at that university - requires school recommendation (attendance and commitment to studies)• Non-English speaking – requires evidence of date of arrival into Australia
2	Difficult circumstances – family or other life circumstances that have affected education.	<ul style="list-style-type: none">• A statement from you regarding how your past or present circumstances have impacted negatively on your ability to do your best at school. <u>Plus</u>• A supporting statement from either a staff member/a member of the welfare team/doctor or counsellor.
3	Disadvantaged financial background	<ul style="list-style-type: none">• Centrelink statement
4	Disability or medical condition	<ul style="list-style-type: none">• A statement of the condition.• Medical evidence: medical certificates/letters from a doctor /psychologists/counsellor

Statement of Support

A statement of support is required for some questions in the SEAS and scholarships applications and must be provided by a 'responsible person'.

You can provide your statement one of two ways:

Online: Give the applicant your email address. From their VTAC account, they can generate a one-time login which will be sent to you by email. You can then type your statement of support directly into the application.

Scanned document: Type your statement of support onto the VTAC template supplied. The applicant can then supply it to VTAC by uploading a scanned copy. If you are unable to access the VTAC template, you can provide a statement on your professional letterhead that cites the applicant's condition or circumstance, duration and impact on education or, in the case of financial disadvantage, their daily life.

More details can be obtained from the following link: <https://vtac.edu.au/support>

Glossary of Key Language

Australian Tertiary Admissions Rank (ATAR)	The overall ranking on a scale of 0.00 to 99.95 which represents a student's rank in comparison with other students completing VCE in that same year. The ATAR is calculated by the VTAC and used by universities and TAFE institutes to select students for courses.
Authentication	The process of ensuring that the work submitted by students for assessment is their own.
External Examinations	External assessments are set by the VCAA. All VCE Units 3 & 4 studies have at least one examination. Most written examinations are held in October and November. Oral and performance examinations are held in October.
General Achievement Test (GAT)	All students enrolled in one or more Units 3 & 4 sequence must sit the GAT. This is a general knowledge test used by the VCAA to check the accuracy of school-based and external assessments.
Outcomes	Descriptions of the work (skills and knowledge) that students must complete or achieve in order to satisfactorily complete a unit as specified in the VCE Study Design.
Prerequisites	Subjects which must be completed for admission into tertiary courses.
Satisfactory Completion	The decision made by the College that a student has demonstrated achievement of outcomes for a unit. If this is the case, the student will receive an 'S'. If a unit is not satisfactorily completed, an 'N' will appear. Where a student receives 'N' for one or both Units 3 & 4 sequence, the student will not receive a study score for the study and therefore will not contribute to the student's ATAR.
Scaling	The statistical process used to determine the degree of competition in each study by comparing the performance of the entire group of students in a study with their performance in all other studies in which they have achieved a study score.
School-assessed Coursework (SAC)	The tasks or activities that teachers use to assess whether a student has met the outcomes they need in order to satisfactorily complete the unit of study. All SACs are assessed by the subject teachers within VCAA guidelines. These scores contribute to the subject (or study) score and eventually contribute to the student's ATAR score.

Glossary of Key Language

School-assessed Tasks	More practical studies such as Media and Art, for example, include assessments that are often completed through the duration of the unit. These tasks are set by the VCAA and assessed by teachers in accordance with published criteria. Task grades are subject to review by a panel appointed by the VCAA. Failure to meet the school's deadlines will adversely affect a student's final mark and it may mean failing the unit.
Special Access Entry Scheme (SEAS)	SEAS is the umbrella program run by most institutions for applicants who have experienced educational disadvantage. The program allows selection officers to grant extra consideration for course entry to applicants.
Special Provision	Special arrangements that are made to allow students who are experiencing significant hardship the maximum opportunity to demonstrate the required knowledge and skills for a unit of study.
Statement of Results	The document issued by the VCAA showing whether a student has successfully completed the VCE. It shows the graded assessment and study scores for each sequence of Units 3 & 4, and a record of achievement (S or N) for all VCE subjects undertaken.
Statistical Moderation	The process used to ensure that schools' assessments are comparable throughout the State in Units 3 & 4 studies. It involves adjusting each school's coursework scores for each study to match the level and spread of the combined examination and GAT scores for the students in that school doing that study.
Study Design	The prescribed document published by the VCAA that contains the curriculum information for the subject (Units 1 – 4). Available online at www.vcaa.vic.edu.au/Pages/vce/studies/index.aspx
Study Score	The rank from zero to 50 that provides an indication of how well the student performed in a Units 3 & 4 study, relative to all students enrolled in the same subject. It is based on a student's results in school-based assessments and external examinations.
Unit (s)	The part(s) of a study. There are usually four units in a study, Units 1, 2, 3 and 4.
Victorian Curriculum and Assessment Authority (VCAA)	The statutory body responsible for providing curriculum and assessment for Victorian students, including the Victorian Certificate of Education.
Vocational Education and Training	VET certificate courses that are nationally recognised and integrated into the VCE.
Victorian Tertiary Admissions Centre (VTAC)	The organisation responsible for managing the offering of tertiary courses to students based on their ATAR.

Appendix



Use of Cars by Senior Students 2024

Department of Education and Early Childhood Development states:

Under no circumstances should students transport other students in private vehicles for any school organised activity or function whether held during or outside school times.

Hume Central Secondary College additional requirements are:

1. Any student of legal driving age who intends to drive to school, either on a regular basis or occasionally, must comply with the college policy and is required to complete the Parent permission and student agreement form (Attached below)
2. Car make and registration details must be recorded with the college.
3. Students are not permitted to carry other passengers, including siblings, to and from the college without the written permission of their parent/guardian and the passenger's parent/guardian.
4. The college takes no responsibility for damage to cars whilst in surrounding car parks
5. Year 12 students are not permitted to drive off campus during lunch break. They may move their positioning of their vehicle to avoid a fine, but must not leave the car park.

Hume Central Secondary College Student car registration Form: (To be completed by student before driving any vehicle to the college)

Student's name: _____

Mentor Group: _____

Licence Number: _____

Car model/colour: _____

Registration No: _____

Owners Name: _____

Mobile No: _____

I have read and I agree to abide by the rules as stated in Use of cars by Senior Students, and the conditions as stated in the Hume Central Secondary College additional requirements.

Students Signature: _____

Date: _____