

2025

CATHOLIC COLLEGE SALE

VCE HANDBOOK





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The information in this handbook has been written primarily for parents, VCE and VCE VM students at Catholic College Sale. It provides information about the structure of the VCE and VCE VM assessment, reporting, and school policy as it relates to the VCE. Information about studies and other administrative procedures can be obtained from the VCAA. If you have any queries then please contact Ms. Alison Edgar, Director of Senior Studies.

All year 11 and 12 students will be enrolled in the Victorian Certificate of Education (VCE). Some of these students will complete their VCE with a Vocational Major (VM). They will receive their VCE certificate along with the appellation of VM. In simple terms, students completing their VCE will have the intention of attending university. Those who are not planning to attend University, or who are not suited to an academic program, will complete the VCE VM option. The VCE VM pathway is Applied Learning and incorporates the teaching of skills and knowledge in the context of 'real life' experiences. It allows students to discover how to apply what they have learned by doing, experiencing and relating acquired skills to the real-world.

It is important to note that students completing the VCE VM pathway will not receive an ATAR score which is usually needed for university entrance. In summary, students will have two enrolment options in the senior years.

- The VCE – which includes studies with school-based and external assessments that can provide a study score towards an Australian Tertiary Admissions Rank (ATAR).
- The VCE VM – which includes studies with school-based assessments that do not provide a study score towards an ATAR. In addition, students complete a VET subject in an industry of interest along with work placement.

All VCE students must complete 16 units to receive their VCE certificate. There is a difference in the subjects needed to satisfy the requirement of VCE VM. Note that Vocational Education and Training (VET) subjects can be completed as part of a VCE or VCE VM program.

The minimum VCE requirement is the satisfactory completion of;

- 16 units
- Three units from the English group, including a Unit 3/4 sequence
- Three other unit 3/4 sequences which can include further sequences from the English group



The minimum VCE VM requirement is the satisfactory completion of 16 units which must include;

- 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

Students satisfying the VCE VM program will receive the VM appellation on their VCE certificate. Please note that if a student completes all of the VCE VM requirements other than the minimum 180 hours of VET, they will still receive a VCE certificate, but it will not have the appellation of VM. In addition, they will not receive an ATAR score.

Students should be aware that whilst VCE VM units do not have exams, all VCE students completing a unit 3/4 sequence, including VCE VM students, must sit the GAT exam.

Option 1: The VCE (Victorian Certificate of Education)

The VCE is comprised of 4 units within each subject. A student will usually complete Units 1 and 2 in Year 11 and Units 3 and 4 in Year 12, but many of our students undertake an accelerated course, where they do Units 1 and 2 of a subject in Year 10 and Units 3 and 4 of a subject in Year 11.

Satisfactory Completion of VCE Units



Each VCE subject is comprised of units and a student must satisfactorily complete the



required units in a subject by demonstrating that they have achieved each outcome,

therefore gaining a 'Satisfactory' grade (an 'S'). A student achieves outcomes by satisfactorily completing various forms of assessment as determined by the teacher. At Units 3 and 4, assessments include SACs (School Assessed Coursework) and/or SATs (School Assessed Task) that are determined by the VCAA (Victorian Curriculum Assessment Authority). These are outlined in the assessment guide for each subject and can be found at www.vcaa.vic.edu.au.

All SACs and SATs must be completed in order for a student to gain a study score in that subject. This study score then goes towards their ATAR (Australian Tertiary Admission Rank).

- Study Score – a study score shows how well you have performed in a study at Unit 3 and 4 level, compared to everybody else in Victoria who took that study. Study scores calculated by the VCAA will be used by the VTAC (Victorian Tertiary Admissions Centre) to calculate the ATAR. The maximum study score is 50.
- ATAR - is calculated by the VTAC. Tertiary institutions use it to compare students who do different VCE subjects. The ATAR isn't a score out of 100 - it's a ranking. It shows your achievement in relation to other students.

SAC (School Assessed Coursework)

- At Units 1 and 2 a SAC is made up of various types of assessment tasks as specified by the teacher
- At Units 3 and 4 a SAC can be made up of various types of assessment tasks, but must include the SACs/SATs as specified in the VCAA assessment guide
- SACs are used to assess the unit outcomes
- SACs are generally part of the regular teaching and learning program
- They must be completed mainly in class time
- They are completed in a limited time frame
- A student may 'fail a SAC,' but still receive a 'Satisfactory' grade (an 'S') for the unit because they have demonstrated that they have achieved the outcomes through other pieces of assessment work that have been submitted



SAT (School Assessed Task)

Used in subjects where products and models are assessed (e.g. Art, Studio Arts, Visual Communication and Design and Product, Design and Technology). These are stated in the relevant Study Design

Vocational Education and Training (VET) courses

Vocational Education and Training (VET) courses may be taken as part of the VCE Program. These are usually taken as one subject within the Year 10, Year 11 or Year 12 programs and can contribute to a student's ATAR if the VET course involves scored assessment. These courses may be classified as dual recognition, meaning they are equivalent to VCE units.

School-Assessed VCE Program (NON-SCORED)

Some students may intend to pursue a career pathway that does not require an ATAR score. However, this pathway should not be seen as an alternative to working hard to achieve success and it is only permitted in certain cases which are outlined below. Students completing a School Assessed VCE program must demonstrate the achievement of the outcomes as outlined in the VCE Study Designs. Outcomes are achieved by completing various tasks set by teachers, which may include school-assessed coursework (SACs). For students who are school assessed, each piece of assessment will be marked as 'satisfactory or not satisfactory' only. No marks will be awarded, and no grades will be entered into the VCAA system. These students will not need to complete external assessments such as VCAA examinations.

It is important to understand that a study score will not be generated for each subject, and consequently no ATAR will be calculated. However, a Victorian Certificate of Education (VCE) will be awarded at the end of the year, provided the student has satisfactorily met the certificate requirements.



Students should meet the following criteria in order to apply for a school-assessed pathway:

1. A student who has a clinical condition that cannot be accommodated by a special provision.
2. A student who has a diagnosed disability that cannot be accommodated by a special provision.
3. A student who can successfully complete all tasks in a subject but is likely to receive a
4. study score that will negatively impact their wellbeing.
5. Supporting evidence is also required from professional personnel.

Other criteria may be valid and will require the approval of the Director of Senior Studies and the Assistant Principal Learning and Teaching.

Achieving the Outcomes

All units require students to demonstrate the achievement of all outcomes for that unit as specified by that subject's Study Design (these are found at www.vcaa.vic.edu.au).

- The work meets the required standard
- The work is submitted on time
- The work is clearly the student's own work
- There had been no substantive breach of the rules – Catholic College Sale or VCAA
- This is determined by the teacher and the final assessment is an 'S' or an 'N' type grade (teachers may grade tasks for the benefit of the student)
- To determine satisfactory completion of an outcome, teachers may use a variety of assessment tasks, such as oral presentations, etc.
- Units 1 and 2 subjects are assessed entirely by the school
- Units 3 and 4 subjects are assessed by a combination of school assessment ('S' or 'N') and VCAA assessment (exams) for the purpose of a study score
- Units 3 and 4 subject grades will be moderated according to external examination results, meaning that subject grades may increase, decrease or remain the same. It is important that this is explained to students and this is the reason why it is not recommended that teachers communicate final SAC/SAT grades to the students.
- At Units 3 and 4, SACs/SATs should not be the only assessment tool used to determine the satisfactory completion of an outcome
- It is important to note that, failure to achieve even one outcome within a subject will result in a student being given an 'N' for that outcome and therefore an 'N' for the whole unit



At Units 3 and 4, a student cannot resit a SAC/SAT for grading purposes or to achieve a higher grade. They can only resit a SAC/SAT for the purpose of satisfactory completion in order to demonstrate that they have achieved an outcome.

A student may receive a 'Not Satisfactory' for the completion of an outcome if:

- The work is not of the required standard
- The student has failed to meet a school deadline for the assessment task, including where an extension of time has been granted or where Special Provision has been given
- The work cannot be authenticated
- There has been a substantive breach of rules (Catholic College Sale or VCAA), including attendance rules

If any outcomes are not achieved, the student receives a 'Not Satisfactory' grade (an 'N') for the unit. Where a student has completed the work, but there has been a substantive breach of class attendance, the student may be awarded an 'N.'

VCE Submission of Work Policy

The following procedures apply specifically to Units 3 and 4, but are also applicable to Units 1 and 2.

Students will be asked to repeat work that is not satisfactory. However, students cannot resubmit work to achieve a higher grade. Failure to submit all work associated with an outcome could result in an 'N' being awarded for that unit. In the case of units at the 3 and 4 level, this would also mean that the student would sacrifice their study score and, therefore, their ATAR score from VTAC.

The following are situations where students would require an extension of time:

- The time and date of submission of work, or the completion of a SAC/SAT, will be specified by the teacher and accepted as VCAA policy. It is vital that students understand that the due date is exactly that and work, whether it takes the form of a



SAC/SAT or is a task set by the teacher, must be completed on that date.

- The time and date for submission of work and/or the scheduling of a SAC/SAT must be communicated to students well in advance. Students must be given sufficient notice and time to prepare for SACs/SATs.
- Students who are absent from school for any part of a day on which work is due are required to produce evidence of the reason for absence. Work will not be accept.
- from students who arrive at school after 3:20pm to submit work.
- Evidence must be in the form of a medical certificate or documentation from a professional practitioner. A parental note is not acceptable.
- If work is to be submitted out of class time it can be accepted by the subject teacher or, in that teacher's absence, by the VCE/VET Coordinator, the Assistant Principal of Learning and Teaching or the Head of Campus
- Students may not resubmit SACs/SATs to improve the grade given by the teacher.
- Students may resubmit SACs/SATs to demonstrate achievement of the outcomes and potentially convert an 'N' grade to an 'S' grade.



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Computer Work

Unless specified, work does not have to be typed up on a computer. A student who uses a computer to produce work for assessment is responsible for ensuring that:

- There is an alternative system available in case of computer or printer malfunction or unavailability
- Hard copies (printed copies) of work in progress are produced regularly to meet drafting and authentication requirements
- Each time changes are made, the work is saved on to a backup file. The backup file should not be stored with the computer
- All external storage devices should be kept in a safe and secure place

In the event of work lost due to computer failure, printer failure, disk failure or loss, the student is to submit a handwritten copy of their SAC/SAT (or a combination of printed and handwritten work) by the due date and time.

No extension of time will be given for SACs/SATs due to technological mishaps.

Attendance Policy

All VCE units require 50 hours of class time. A student needs to attend sufficient class time to complete work and to understand the content of each unit. The school sets minimum class time and attendance rules. Where a student has completed work but there has been a substantive breach of attendance rules, the school must assign an 'N' grade to one or more of the outcomes, therefore to the unit; a substantive breach of attendance would mean that a student has not attended class enough to have learnt the content required to meet the outcome.



VCE students are normally required to attend all classes (including fieldwork or excursions). For the student to be awarded 'Satisfactory Completion' of a particular unit, it is necessary that the student will have attended at least 90% of scheduled classes.

- Involvement in school-based excursions, camps and sporting events will not impact on the attendance requirement.
- The College is entitled to request evidence of reasons for absence. This would include doctor or welfare documentation, evidence of fieldwork/excursion, or authorised school activity, etc.
- Parents/guardians must be notified in advance that a student is at risk of receiving an 'N' due to attendance. The subject teacher must contact parents/guardians, the Director of Senior Studies, and the House Leader to make them aware of the risk of 'Non-Satisfactory Completion' well before the student misses 10% of classes.
- The subject teacher will monitor that student's subsequent attendance.
- If a student's attendance does not improve after contact is made with parents/guardians by the subject teacher and 10% of classes are missed in any subject in one term, the Director of Senior Studies will inform the parents/guardians in writing that the student has received an 'N' for 'Non-Satisfactory Completion' because of the failure to comply with the attendance policy.
- If the absence is due to illness (a medical certificate would need to be given to the school) and is for an extended time, arrangements can be made to make up class time. Such arrangements will be determined after consultation between the student, the subject teacher, and the Director of Senior Studies.
- Maximum attendance by each student is seen as providing the best opportunity for students, teachers, and families to achieve the greatest benefit from enrolment at Catholic College Sale and for students to reach their potential in each subject undertaken.



Procedures Relating to Absence From School-Assessed Coursework/Tasks

Units 3 and 4 studies

Students who are ill and unable to attend school to complete School-Assessed Coursework or Tasks must obtain a medical certificate and present this to the Director of Senior Studies upon return to school and arrange an alternative time to sit the assessment. Please note that a parental note will not suffice.

In addition, they need to complete an application form to reschedule the SAC and/or SAT. Teachers will notify students (via email) when the assessment will take place. This can be at a time specified by the teacher. Failure to follow these procedures will result in the student being given a zero for that task.

Units 1 and 2 studies

Students who are ill and unable to attend school to complete School-Assessed Coursework or Tasks must obtain a medical certificate and present this to the Director of Senior Studies. Students should then make arrangements with their teacher to complete the task at a suitable time.

Failure to follow these procedures will result in the student being given a zero for that task.

Submission Difficulties and Special Provision

A student is eligible for Special Provision if at any time while studying for the VCE, he/she is:

- significantly affected by illness (physical or psychological), by any factors relating to personal environment or other serious causes.
- disadvantaged by a disability or impairment including learning disabilities.

Evidence to support a claim for Special Provision for a learning disability should take the form of:

- an educational history compiled from the results of diagnostic tests, and
- advice from other professionals who have had contact with the student in an educational setting.

Special Provision ensures that the most appropriate arrangements and options are available for students whose learning and assessment programs are affected by illness, impairment or personal circumstances, to demonstrate their capabilities. Individual



students may need special provision in their learning program to achieve the learning outcomes and in assessment to demonstrate their learning and achievement.

Special Provision does not allow for, or encourage, the development of alternative courses of study with standards of achievement that are different from those specified in VCE study designs. Schools may use a range of alternative arrangements for curriculum delivery, learning programs and assessment for students to enable them to achieve the standards required by the VCE study designs. Students who are eligible for Special Provision are not exempt from meeting the requirements for satisfactory completion of the VCE, or from being assessed against the outcomes for a study.

Students should complete an application form, which can be obtained from the Director of Senior Studies.

At Units 1 and 2, all decisions involving cases of special provision are school-based. Nevertheless, students at this level should still apply for 'Special Provision' to establish correct procedures that are applicable to Units 3 and 4.

At Units 3 and 4, decisions regarding 'Special Provision' relative to SACs/SATs are school-based. However, documentation is critical, must be substantiated by professional documentation (medical certificate) and must be kept on file and available. Keep in mind that 'Special Provision' is underpinned by ensuring that all assessments are fair and equitable to all students.

Eligibility for Special Provision

- An acute or chronic illness (physical or psychological)
 - Factors relating to personal circumstances
- An impairment or disability, including learning disorders

More detailed reasons for Eligibility for Special Provision can include:

- Students experiencing significant hardship during their VCE
- Students with physical disabilities or other impairments
- Students of non-English speaking backgrounds
- Students who are deaf or hearing impaired



Special Examination Arrangements

Decisions involving cases of 'Special Provision' and examinations are made by the VCAA. Applications for Special Examination Arrangements need to be made early in the school year through the Director of Senior Studies.

Students are eligible for Special Examination Arrangements if it can be demonstrated that their capacity to access the exam is impaired due to:

- severe health impairment
- significant physical disability
- hearing impairment
- vision impairment
- learning disability
- severe language disorder.

Special Examination Arrangements may take the form of:

- extra time in addition to the official exam time and/or
- normal time but with appropriate rest periods.

Students with specific illnesses or disabilities may be assisted by:

- Permission to use special technological aids such as a typewriter or computer.
- Use of a scribe, clarifier or reader. Any person who has been closely associated with the student as a teacher, scribe or integration aide during the student's VCE studies is not permitted to act as a scribe, clarifier or reader in an exam.
- using technology, aides or other special arrangements to undertake assessment tasks
- deriving a score from other assessments or work completed by the student (in circumstances where the above provisions are not feasible or reasonable).



Derived Examination Score (DES)

Students are eligible for a DES if they can demonstrate that illness, personal trauma or other circumstances occurring immediately before or during the exam period has affected their performance on an exam or has prevented them from attending an exam.

This must be substantiated with evidence from an independent professional (for example, doctor, social worker, police officer, or solicitor). Other evidence from the Chief Supervisor, appropriate school-based personnel and the Principal must also be provided.

Conditions over a longer period that have affected a student's capacity to study and therefore to achieve in the study do not constitute grounds for being granted a DES. However, a flare up or acute/active phase of a chronic condition that occurs in the period before or during the exams may be grounds for approving a DES application.

Students who believe they have a substantiated claim should apply to the Director of Senior Studies immediately, as time is of the essence.

Authentication of Student Work

With all VCE Units, teachers must be able to verify that all work purported to have been done by a student is, in fact, that student's work. This is a requirement of the VCAA.

- A student must ensure that all unacknowledged work submitted for assessment is genuinely their own.
- A student must acknowledge all resources used, including:
 - Texts (books, films, newspaper articles, etc.), websites and source material
 - The name(s) and status of any person(s) who provided assistance and the type of assistance provided (this includes tutors and family members)
- A student must not receive undue assistance from any other person in the preparation and submission of work

**Acceptable Levels of Assistance Include:**

- The incorporation of ideas or material derived from other sources (e.g., reading, viewing, or note-taking) but 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 Include:

- Use of or copying of 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 at more than one year level.
- A student who knowingly assists another student in a breach of rules may be penalised.
- A student must sign the 'Declaration of Authenticity' for work done outside class at the time of submitting the completed task. This declaration states that all unacknowledged work is the student's own.
 - A student must sign a general declaration that they will obey the rules and instructions for the VCE and accept its disciplinary procedures.
 - Students should ensure that all work (including rough drafts) is kept until the end of the year. Teachers may opt to keep all work submitted and return a copy of the work to the student. Students using a computer for an assessment task should keep multiple copies and regularly print hard copies. Regular sightings of all work must be made and recorded by the teacher.

Procedure When the Authenticity of Work is Questionable:

- A subject teacher may question the authenticity of a student's work.
- The subject teacher will notify the student that the authenticity of the work is open to question.
- Where applicable, the teacher can give the student 24 hours' notice to explain/demonstrate that part of the work submitted that is considered questionable.



- If a student cannot explain/demonstrate the questionable work, a panel consisting of the subject teacher, the Learning Area Leader, the VCE/VET Coordinator and the Director of Senior Studies or Deputy Principal for Learning and Teaching, will interview the student.
- This panel will then advise the Principal, who will decide what action will be taken.
- This could result in an 'N' grade being given, or the student could be required to submit additional work.

To avoid queries concerning authentication of work:

- Students should ensure that they submit regular work to their teacher.
- Teachers should regularly monitor student work and keep records of such monitoring.
 - Students must not plagiarise (copy from any source).

Right of Appeal

A student has a right of appeal to the school on decisions about:

- Non Satisfactory Completion of a Unit
- Applications for Special Provision
- Breach of rules

The student must lodge the appeal in writing to the Principal within 14 days of receiving a decision. The Principal is responsible for establishing an Appeals Committee and Appeals Process in accordance with Section 14 of the VCAA VCE Administrative Handbook. The Appeals Committee must consider all records relating to the case and may interview the student. The student has the right to be accompanied by a parent or friend who may attend in a support role, but not as an advocate.

Students have the right of appeal to the VCAA on decisions about:

- Breach of rules
- Breach of authentication



Students may appeal on one or both grounds:

- That a breach of rules or authentication had not occurred
- That a penalty was too severe

Implications of Student Non-Attendance - VCE

| Event | Rule/Action | Effect | Supervision |
|--|---|---|--|
| Student does not sit class assessment task | Medical certificate is supplied and/or Special Provision granted. | Student sits assessment task at a suitable date/ time. Work is graded. Alternative work may be set. | Student supervised by allocated staff. |
| | No medical certificate and no Special Provision. | Student will receive an 'NA' for that assessment task. Work will be judged to be an 'S' or and 'N' grade only. Alternative work may be set. | As above. |



| | | | |
|--|--|---|-----------------------------------|
| Student does not sit a section of the assessment task when the assessment is entirely in class time. | <p>Medical certificate is supplied and/or Special Provision granted.</p> <p>No medical certificate and no Special Provision.</p> | <p>Student sits assessment task at a suitable date/time. Work is graded. Alternative section of work may be set.</p> <p>This section of work will be judged to be an 'S' or an 'N' grade only (the student loses the marks for this section of work).</p> | <p>As above.</p> <p>As above.</p> |
| Work is submitted but is not of a Satisfactory standard. | Student needs to resit the assessment task or complete further work as determined by the teacher. | <p>Further work can be judged to determine an 'S' or an 'N' grade only. In Units 3 and 4, any further work cannot be used to increase the grade given for the initial assessment task.</p> | |



VCE VM

For students following our VCE-VM pathway, there are significant differences to their work program, as they are looking to demonstrate competency rather than indicate their understanding of specific outcomes. Important assessment features remain, however, including that teachers assessing students who have particular needs must maintain the validity and reliability of assessment. Flexible assessment methods allow students to demonstrate the successful completion of learning outcomes without disadvantage. Teachers use a variety of assessment tasks that provide a range of opportunities for students to demonstrate achievement of each learning outcome. Students must be observed on more than one occasion and, wherever possible, in various contexts to ensure the assessment is consistent, reliable, fair and equitable.

For VCE units included in the VCE VM learning program, assessment must be in accordance with the VCE study designs.

There are no exams for any of the VCE VM units. However, if a student is completing a VCE Unit 3/4 and/or a scored VET sequence, then they are expected to sit the exam for that subject. In addition, all VCE students, including VCE VM, must sit the GAT exam in year 12. This exam is conducted by the VCAA and usually occurs around mid to late June. Please note that any VCE VM student who is completing an exam in the circumstances mentioned above, the same rules in terms of Special Provision for exams and Derived Examination scores will apply to those students as they do for VCE students. A student cannot apply for a Derived Examination score for the GAT exam.

It is expected that every student who enrolls in the VCE VM will:

- Be self-motivated and willing to engage in learning activities
- Be willing to develop clear goals: education, employment, personal development
- Be enrolled in a VET subject of their choice, and work independently to meet the required UoCs
- Respect the learning environment, school and TAFE property, and the property of others
- Respect the right of all teachers to teach, and all students to learn
- Actively seek out work placement opportunities each term in an industry of interest
- Always behave in a safe manner that does not endanger self or others
- Complete and submit the required paperwork to Mrs Morrison 2 weeks before



work placement dates

- Complete and upload the relevant industry Safe At Work Modules before work placement
- Understand the importance of OH&S rules, especially in the workshop and when out on work placement
- Behave with respect and responsibility at school, at community events and on work placement
- Be punctual to classes and work placement, ensuring they have the necessary equipment
- Call an employer if unable to attend work placement, not just text
- Notify the school if unable to attend a scheduled work placement
- Wear the appropriate uniform at all times: at school, for VET subjects, or on work placement
- Ensure they are up to date with their VET subject work, seeking support with this from teachers or learning support staff at school if they are struggling
- Develop a folder of relevant personal documents, qualifications, resumes and references in anticipation of employment applications
- Attend Sports Days, Community Events, and Performing Arts Day, and behave with respect and responsibility as senior representatives of the VCE VM

