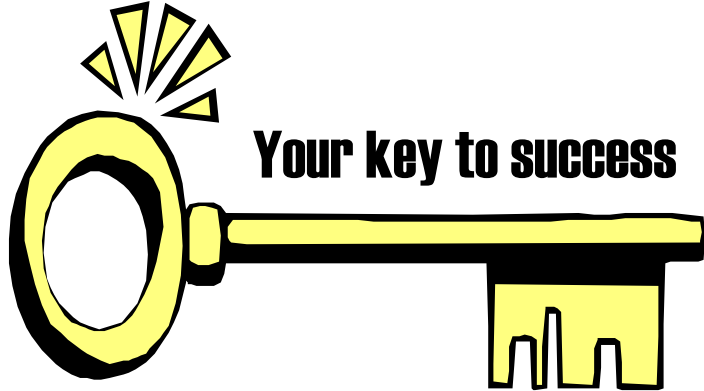




**killister college**

a Catholic School for Girls

# Year 12 Information Night



**Your key to success**

**2018**



# PREAMBLE

*Dear Parents and Students*

*We take this opportunity to draw your attention to Killester College's VCE and VCAL policies and to pass on some helpful hints so that you and your daughter may enjoy success with her Year 12 year.*

*All students are issued with a **homework record book**. Please read carefully pages XI to XIX of this. These pages outline Killester policies and general information and we advise you to spend some time with your daughter going through this section. The **VCE and VCAL Student Handbook** issued to your daughter in Year 10 is another valuable resource to refer to for policies and information that specifically relates to VCE and VCAL.*

*We would also like to draw your attention to Pages 13 to 19 of the homework record book where students will have the opportunity to work on goal setting for each term.*

**Teresa McIntosh**  
**Senior Pathways Leader**

**Kathleen Lawson**  
**Year 12 Student Development Leader**

# 1. OUTCOMES TASKS FOR VCE

To achieve an “S” (Satisfactory completion) for a unit all assigned outcome tasks must be completed to a satisfactory standard.

Satisfactory Achievement of an outcome means:

- the work meets the required standard, developing key skills and displaying knowledge over a number of tasks
- the work was submitted on time
- the work is clearly the student’s own

These outcome tasks may be assessment pieces which are given a grade and appear on your report.

Many outcome tasks will be issued per subject, therefore it is important to plan your time effectively and allow enough time to complete **all** tasks.

Students may be asked to re-sit or re-submit an Outcome Task if it does not meet the required standard.

## 2. SCHOOL ASSESSED COURSEWORK TASKS

### Units 3 and 4

**INTERNAL:** School Assessed Coursework Tasks will be done both in and out of class time on dates set by subject teachers. In most instances they will be the culminating activity of a topic or unit being undertaken. The type of task will vary from subject to subject and within subjects. Dates will appear on the Calendar on the school website.

Subjects will have an exam at the end of the year. The key to gain successful marks in these tasks is to work productively in class and ensure background preparation is thoroughly done out of school time.

**RESULTS:** Teachers will collect student work, mark it and return it. Feedback will also be given in terms of written comments. The result issued by the teacher is not fixed and may be altered by the Victorian Curriculum and Assessment Authority after moderation against the student's performance in other assessed tasks, including exams and the GAT, and statewide moderation.

**RETAINING WORK:** Students are required to safely keep **all** coursework tasks completed throughout the year. The VCAA could ask for them at any time. This is **your** responsibility.

**ABSENCE:** If you are absent for a legitimate reason on the day of a coursework task you will be able to negotiate a different date to attempt the task, usually within 48 hours of the scheduled date.

To be issued with an authorised absence you must either:

- (a) Be ill and provide a medical certificate and the **supplementary medical form** dated the day of absence upon return, or
- (b) Be exposed to considerable hardship at the time of the coursework task.

**Note:** The task you will attempt may **not** be the same as the rest of the class.

Procedure to obtain an authorised absence:

1. Present the evidence to your class teacher who will issue you with an Authorised Absence slip (pink).
2. You must seek out the Student Development Leader and present the Absence slip. Student will be issued with a “Request for Alternative Coursework Task Date” form (blue form).
3. Student to negotiate time/date/place with subject teacher.
4. Student to return the signed pink slip to their Home Room Teacher and the signed completed blue form to the Student Development Leader.

**Note:**

1. See Appendix 6 for copy of the supplementary medical form.
2. The supplementary medical form can be found on the school website.
3. Student to negotiate with subject teacher an alternative date to sit task.

# 3. GENERAL ACHIEVEMENT TEST (GAT)

## Units 3 and 4

The GAT or General Achievement Test is a general test that measures your level of general achievement in three areas of study.

These areas are:

- Written Communication;
- Mathematics, Science and Technology, and
- Humanities, Arts and Social Science.

When studying any VCE subject, students not only learn the course content and material but the general skills associated with successfully undertaking the study. Skills could include comprehension, analysis, evaluation, reasoning, problem solving and statistical analysis.

The GAT is used for monitoring school assessed Coursework Tasks. This means that the GAT is used to find inconsistencies between the score for a Coursework Tasks and for the GAT.

**\*\*The GAT does not count as part of your results.**

**\*\*The GAT takes place in June.**

**\*\*All students undertaking a 3/4 unit MUST sit this (including Year 11 students studying a Unit 3/4).**

**\*\*The GAT results are not used in the Tertiary selection process.**

## 4. VCAA AND VTAC



There are two authorities concerned with VCAL and VCE and Tertiary education. The first is **VCAA or the Victorian Curriculum and Assessment Authority** which sets all Coursework Tasks for all Unit 3 and 4 subjects. It conducts each exam and sets the criteria used in marking internally and externally assessed Coursework Tasks. This authority is also responsible for setting course requirements for VCAL.

It sets word and time limits, as well as creating rules and regulations for each written and exam Coursework Task. At the end of completing any VCE or VCAL subject students will receive, a **Statement of Results** from VCAA.

The second body, **VTAC or the Victorian Tertiary Admission Centre** directs the selection system for Tertiary courses on behalf of Universities and TAFE colleges. VTAC acts as an agent for tertiary institutions by it facilitating and organising applications for courses. It forwards applications to these institutions and makes offers on their behalf. Each year, the VTAC Guide is available online. It details courses offered by all Universities and TAFE colleges in Victoria. It specifies prerequisites, course length, subjects studied, campus locations as well as information on CSP (Commonwealth Supported Places) and full fee paying courses. Students are strongly advised to visit the VCAA and VTAC websites and bookmark them for regular visits ([www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au) and [www.vtac.vic.edu.au](http://www.vtac.vic.edu.au)).

Course choices are made in September via the internet. Students are permitted to make 12 choices in order of preference. Information and advice on courses and career planning is available from our careers advisor, Mrs Vicki Alexellis.



## 5. ATAR

### NOTE:

Even though students are given their study scores, it is impossible to work out the ATAR exactly. This is because all subjects are weighted differently. Furthermore, it is impossible to calculate the ATAR because students are unable to compare results with other students undertaking the same studies.

The **ATAR or the Australian Tertiary Admission Rank** is a student's ranking compared to all other Year 12 students across the state. It is developed by VTAC for students who apply for tertiary education. It is used by universities to help determine who are the most likely candidates to graduate from their particular course of preference. ATAR rankings will be released in December with the students Statement of Results.

The highest ATAR possible is 99.95, while the lowest possible is <10. Along with the letter grades for each Coursework Task (A+ - UG) each student will receive a study score (max 50) giving the relative position among all students studying that same subject.

The ATAR takes into account, when being calculated:

- Your English study score; can be English, Literature or EAL (English as a second language)
- Your next best three study scores;
- Ten percent of the next two best study scores.

Known as the  
Primary four

## 6. VTAC/ATAR AND VET

Students may elect to do a Vocational Education & Training (VET) program with their VCE studies. The students are credited for their VCE certificate and receive a VET certificate for the area they study in.

## **7. CAREER PATHWAYS**

All VCE/VCAL students should take advantage of the opportunities offered to them by all tertiary institutions and organisations ie. Universities and TAFE Colleges. Student should attend Open Days run by these institutions to have direct and personal contact with them and to receive tertiary course advice. These Open Days are generally conducted in the months of July and August and are well advertised in the media and in the Careers office. All students will attend a Tertiary Information Session (TIS) to access information on Tertiary options. Much information can also be accessed through our Careers Resource Room or on the Internet

## **8. AUTHENTICATION**

This is the term used to describe the process used to monitor the authenticity of student's work . Under no circumstance shall students attempt to copy all or part of any document or other student's work without acknowledging the source. Students must acknowledge all sources used, including texts and personal assistance, naming the person and the type of assistance received.

No drafting of coursework tasks is to be submitted to teachers for marking or comments. A breach of authentication rules can result in the student being required to go before an Authentication Panel at the school. The panel consists of the subject teacher, Student Development Leader and a member of the Leadership Team and the Senior Pathways Co-ordinator. The student will be asked to verify that the work is her own. A breach of authentication rules can result in the school reprimanding the student, giving the student an opportunity to resubmit work, refusing to accept work or changing the result (grade) of the work.

## **9. ATTENDANCE**

Regular attendance in classes is essential, particularly for authentication purposes. Students are required to attend no less than 90% of timetabled classes per semester. This means you cannot miss more than 6 lessons per subject per semester. Please note: If absences exceed 10% of classes this may result in an unsatisfactory result for the unit.

## **10. SPECIAL PROVISION**

If there is a prolonged illness, family or emotional problem that may cause extended or frequent absences, students in consultation with their parents may apply for Extensions of Time for their work or Special Provision for more serious cases. Parents and/or students should consult with their Student Development Leader if this need arises.

### **(a) EXTENSIONS**

Extensions for work to be submitted may be granted for legitimate reasons ie. illness or degree of difficulty. Extensions must be negotiated between the student and the subject teacher and be requested for at least 3 days before the due date. Extension forms are available from the Student Development Leader. Extensions for attempting Coursework Tasks may be granted if the criteria on page 6 - School Assessed Coursework Tasks within this booklet, applies.

### **(b) DERIVED EXAM SCORE**

If a student encounters difficulties with health, personal or family issues two weeks prior to and including the examination period they may apply for a derived exam score. If this occurs please contact your Student Development Leader.

## **(c) Special Entry Access Schemes (SEAS)**

This scheme is targetted at applicants who have been unable to reach their full educational potential or who have restricted access to the course of their choice because of their life circumstances.

Students (in consultation with the Student Development Leader can make their application to VTAC after they have submitted their application for tertiary courses in September.

# 11. ACHIEVING YOUR RESULTS

## A. WORK HARD

One of the most important keys to success in the VCE/VCAL is to keep up with all work by staying focussed in class and while studying, throughout the year. There may be times when you are feeling less motivated but you must be persistent and disciplined in ensuring that you always keep learning by working hard in the classroom and at home. To help you do this you need to put the following in place:

**Study timetable/plan** - there is no such thing as no plan - without a written study plan then you are planning to not do as well - trust the experience of those who have been there over and over again.

**Know how to study** - find the best fit scenario for you - in chunks, in smaller chunks, after school, at home, at school, after dinner, alone, with friends, with one other person. Atmosphere is also important. Don't study in front of a television with a room full of people.

**Keep up** with all your set work so that you have time to revise – go back over what you have learnt in the class room, extend – learn more than what the class has done and practise – do some essays, exercises, activities so that you gain experience and knowledge – these skills will help give you an edge on others when it comes to examinations and outcomes.

*“Nothing in the world will take the place of persistence. Talent will not: Nothing is more common than unsuccessful people with talent. The world is full of educated derelicts. Unrewarded genius is almost a proverb. Persistence and determination alone are omnipotent. The slogan “press on” has solved and always will solve the problems of the human race.” – Calvin Coolidge 30<sup>th</sup> US President.*



**Keep focussed** - tell the teacher if you can't concentrate - ***get enough sleep!!!!!!!!!!!!!!!!!!!!***  
***!!!!!!!!!!!!!!*** Modern research has proven that the top achievers in VCE over the past 15 years all admitted to having regular sleep patterns and at least 9 hours sleep most nights. Serotonin, a chemical produced by the brain that affects mental wellbeing, is not produced enough if students are sleep deprived. Thus, instead of feeling positive and motivated a student may feel negative and lack motivation.

**Follow Up** - re-write, re-explain, point form your understanding to yourself – you are the one that has to understand it. If you don't then see your teacher for help

**Work in teams, cooperate with one another.**  
Although the VCE is an individual event ,you are not competing with the person beside you, you are only competing with yourself. Get all the help you can - teachers, classes, friends, study groups - have plenty of phone numbers - at least one from each class so there is someone you can ring if you miss a class.

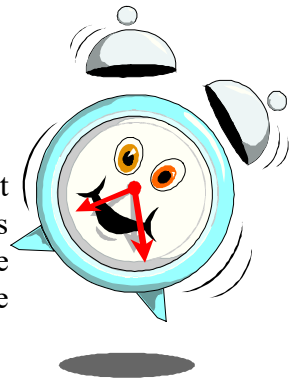
***But remember, when the time comes to complete work that will be assessed, your work must be your own.***

## **B. PLAN TO SUCCEED**

The difference between people who achieve what they want in life and those who don't isn't just to do with how hard they work. It is also the way that they work that is important. They decide on some realistic, achievable goals. They challenge themselves with the goals, write them down, revisit them, make them specific, measure them and complete them. But by setting goals they also set how hard they need to work so that they work just hard enough to achieve their goals, no more, no less. Listen carefully to your homeroom teacher and Student Development Leader when they are teaching you about planning, goal setting and study hints as these things can and do make a difference to your degree of success in the VCE.

## C. TIME MANAGEMENT

Along with self-discipline, effective management is the key to success in VCE/VCAL. Students must complete many Coursework Tasks and it is the ability to do these at once that gives students the best opportunity to maximize their results.



Not only do students need to juggle several Course Tasks in the same day, week or cycle but extra-curricular activities such as: hobbies, part time work or chores around the home. Because students are undertaking VCE/VCAL it doesn't mean all other facets of their lives must stop. The key is to achieve a balance. School work should be the main priority but students do need to have a social life, exercise and develop the type of work skills and responsibility that can be obtained from a part-time job. However at the busiest times during the

The internet is also a trap of the modern times. This should be monitored closely by the students themselves and by parents. A reasonable limit should be placed on its use.

Students can give themselves the most time by actually using time. By using every minute of the school day to accomplish something students can complete many jobs. Too often study periods are wasted and students pay the price because they have to make up the time from somewhere else. This time is then taken from their relaxation or sporting time. This only creates stress and anxiety, the last thing students need when work is to be completed.



## **D. WHEN USING THE INTERNET**

*Do you know who to call if you see something illegal, a scam, inappropriate content or anything that makes you feel uncomfortable?*

*Do you know what to do when you're feeling exploited or ripped off?*

*Do you know who to contact if you think someone is bullying you or someone else is getting bullied?*

*Do you know what to do if you're feeling abused, vulnerable or sexually harassed?*

*Do you know where to go to find out more info?*

### **IF YOU DON'T KNOW....HERE'S WHERE YOU CAN GO WHEN.....**

**You just need to talk about something that happened to you in the chat room and you don't know where to start.** There are a few different places you can try. All of them are free and you can stay anonymous if you want. If you're not sure.... or you really feel like you need someone to talk to, tell your friends, a teacher or a parent or:

Australian Communications and Media Authority

Cybersafety Contact Centre Phone: 1800 880 176

Contact the **Kids Helpline** on 1800 551 800  
[www.kidshelp.com.au](http://www.kidshelp.com.au)

Contact **Crimestoppers**  
Phone: 1800 333 000

**You have been harassed, bullied or threatened online.** If you feel you are in immediate physical danger, call ‘000’ straight away or otherwise contact your local police as soon as you can. You can also make a report to your school. Talking to a real life friend or visiting a website like <http://www.bullyingnoway.com.au> may help.

**A person is chatting you up online and you want them to stop.** You can report them to the police. Tell a parent, teacher or adult friend about it as soon as possible. Get in contact with the Australian Federal Police team ‘OCSET’ about the situation. They can investigate it for you.

Contact: **OCSET** (Online Child Sex Exploitation Team)  
Email: [National-OCSET-OMC@afp.gov.au](mailto:National-OCSET-OMC@afp.gov.au)  
Phone: (02) 6275 7528 (24 hour reporting hotline)

**Something you saw on the Internet or received on your mobile upset you. It may be illegal. This may include things like pornography.**

Contact the **Australian Communications and Media Authority**  
Email: [online@acma.gov.au](mailto:online@acma.gov.au)  
Web: <http://www.acma.gov.au/hotline>

**You feel that your privacy has been abused in some way.** If you think your personal details (like name, address, photos etc) have been used for things that you don’t want, you can make a report about it.

Contact the **Office of the Privacy Commissioner**  
Email: [privacy@privacy.gov.au](mailto:privacy@privacy.gov.au)  
Web: <http://www.privacy.gov.au>  
Phone: : 1300 363 992

**You have a complaint about some junk email ‘Spam’ that you received.** If you keep getting emails that upset you, you can report the details to the authorities and they will look into it for you.

Contact the **Australian Communications and Media Authority (ACMA)**

[www.spam.acma.gov.au](http://www.spam.acma.gov.au)

Phone: 1300 855 180

**You have seen something racist or sexist that upsets you and would like to make a complaint.** You may have seen a picture or movie on a website that upsets you. Tell a friend, teacher or parent about it. You can also do something about it by reporting it.

Contact the **Human Rights & Equal Opportunitites Commission**

Email: [complaintsinfo@humanrights.gov.au](mailto:complaintsinfo@humanrights.gov.au)

Web: [http://www.humanrights.gov.au/complaints\\_information/](http://www.humanrights.gov.au/complaints_information/)

Phone: Complaints infoline: 1300 656 419

**You’re not going to get into any trouble by letting people know what’s happening or what you have stumbled across!**

## **FURTHER INFORMATION**

**You want to remove content from a social networking site. To ask for offensive or illegal content to be removed from a website, contact the website administrator or web master.**



## E. COPING WITH STRESS

Here are several strategies to help parents and students deal with the many symptoms of stress:

- Maintaining a healthy diet is excellent for keeping up your vitamin and iron intake necessary for the ongoing demand of the VCE/VCAL timetable and other activities.
- Taking a 5 - 10 minute break every 50 minutes or so will relax students both physically and mentally and relieve any frustration or nervousness.
- It is very easy to get irritable with not enough sleep, so plenty of rest is essential for the next day.
- Part time employment should be kept to a maximum of six hours per week.
- Internet use should be kept within reasonable limits. Much time spent in 'Chat Rooms' or on Facebook is wasted time.
- Students are encouraged to form study groups to share ideas, complete extra study and share support for one another.
- Regular exercise is important in maintaining health and relieving stress. Students are advised to build into their daily routine 30 minutes of exercise. It can be as simple as a brisk walk.

## F. EXAM PREPARATION

There are many ways to prepare for exams. It is important to regularly revise, write summaries of the main ideas and build comprehensive glossaries of terms.

### **Aids to obtain best possible results:**

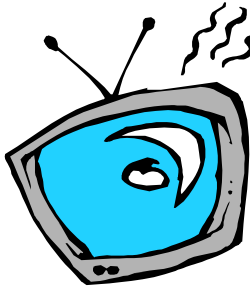
- Past papers not only provide practise in answering exam-type questions but also indicate areas which may be examined on the actual exam.
- Answering revision questions.
- Practising exam questions with a time limit.
- Seeking assistance from teachers outside normal class times.
- Studying in a small support network of friends can also be useful to “bounce off” ideas.

### **HINT:**

Students should not study up until the last minute before an exam. Enough preparation should occur days prior to an exam. On the day of the exam students should be reading through their notes briefly to refresh their memories and leave some time to relax before the exam.

### **Remember**

- organization is the key.



## **G. MEDIA AWARENESS**

Most of the work students complete in VCE/VCAL will involve some kind of information gathering from many different sources. These sources may include the daily newspaper, magazines, computer programmes, the internet, CD Roms, television, radio and books. The type of work students may need to collect media articles, for example, Issues in English: Ethical issues in Religion and cases in Legal Studies.

### **IDEA**

A great source of up to date information on a daily basis is the newspaper. Subscription is ideal and available from the library for a discounted cost per term.

## **H. GETTING INVOLVED**

School is not only about study, but about life and being a part of a community where people are achieving everyday. Not every student excels at the academic part of school. There are plenty of opportunities to succeed at other areas of school and extra-curricular activities.

Students have a chance to participate and represent the school in many sporting activities, school drama productions and school committees.

Leadership is a major part of being a VCE/VCAL student. Students are all involved in a Participation and Leadership Program. There are committees such as Student Council, Community Service, Celebrations, Arts and Sport which meet and run many activities throughout the year.

Swimming Sports, Athletics and Brigidine Day are days where all students can participate in celebrating, fund raising and developing a strong sense of community. All Year 12 students will attend a retreat on March 14-16. **Attendance is compulsory for these days.** Open Days are an opportunity to showcase our school and invite members of our community to visit Killester.



For Year 12 students the end of year Graduation Liturgy (Monday 22nd October) and Graduation Dinner (Thursday 22nd November) are opportunities to share and reflect on their years at Killester with their friends, family and teachers. Please note these two important dates.

Most importantly Year 12 students are role models for the younger students of the school.

Our experience has been that the academic achievers have also been students who involve themselves in other school activities.

## I. PARENTAL CONTACT

If parents have any concerns or queries during the year they may contact their daughter's Subject Teacher, Class Teacher or Student Development Leader,

Year 12 Student Development Leader	Kathleen Lawson
St Miriam:	Peter O'Neill
St Theresa:	Clare Compton
St Joseph:	Tanya McAllister
St John:	Don May
St Gerard:	Anna Miha
St Veronica:	Vicki Alexellis

Student Learning Conversations (Parent/Teacher Interviews) will occur on 27th March, 28th March and 31st July. Year 12 Reports will be posted at the end of Term 2 in June 2018.

## CONCLUSION

*We wish you and your daughter every success in her final year at Killester. VCE/VCAL will be one of the many milestones in her life. Realistic goals, consideration of career options, relaxation, organised study, good eating habits and sleep, involvement in other activities offered at school, whilst reducing social/work life, will contribute to a happy and positive experience for all.*



## **APPENDIX 1 - SUBJECT TEACHERS**

Accounting	Sandy Kokoszka
Art	Fros Stabologlou
Biology	Tanya McAllister, Richard Kelleher
Chemistry	Ping Lim, Litza Katsikoyannis
Drama	Deanna Galante
Economics	Louise Jenkins
English	Linda Kowski, Frankie Flanagan, Bronwen Auty, Kathleen Lawson Heather Mertz, Loreto Cannon Geraldine Nunn
EAL	Linda Kowski
Further Maths	Joanne Gabriel, Emma Spreckley
Global Politics	Desiree De Waal
HHD	Eva Kordupel, Maria Spina
History	Sophie Liston
Hospitality	Bill Tucker
Indonesian	Fiona Chau
Information Tech.	Vi Lam
Italian	Liliana Gallo
Laboratory Skills	Alison Buszko
Legal Studies	Isabelle Maroun, Vicki Alexellis
Literature	Kathleen Lawson
Maths Methods	Teresa McIntosh, Zoe Long, Judy Chea
Music Performance	Bernard Hickey
Physical Education	Rebecca Roberts
Physics	Don May
Psychology	Jason Mahmoud & Anneliese Heys
Religion	Michel Kennedy, Litza Katsikoyannis, Luana Doko Sophie Liston, Catharine Georgiou
Specialist Maths	Teresa McIntosh
Sport & Recreation	Troy Brodie
Text & Traditions	Peter O'Neill
Visual Comm.	De Leggo
VCAL	Candice Warren, Samantha Campion

## **APPENDIX 2**

# **BEING A SUPPORTIVE PARENT**

*In Year 12 there must be:*

An organised approach to ALL subjects. There must be:

- An established routine to the day
- Use of Homework Record Book
- A Study Timetable
- A Study area
- Punctuality
- An ability to Prioritise Tasks

### **A mature and responsible approach to**

- Attendance
- Leadership
- Due Dates
- Spreading the workload i.e. planning

### **A balance**

- School is the Number 1 priority
  - aiming at 3 hours of homework a night.
- Work Commitments to be kept to minimum
  - maximum of 6 hours a week
- Social Activities are important - in moderation
- Healthy eating and living

## **APPENDIX 3**

# **HOW CAN I, AS A PARENT HELP**

### **Be there:**

- To listen
- To talk
- For a shoulder to cry on
- To advise

### **Support the Schools Guidelines**

#### In terms of:

- Balance in life
- Attendance
- Punctuality

### **Provide Opportunities for Stress Free Times**

#### **Contact the School If You Have a Concern.**

- i.e. Subject based concerns - subject teachers  
Pastoral/overall concerns - class teachers / Student  
Development Leader

## **APPENDIX 4**

# **GLOSSARY OF TERMS**

<b>VCAA</b>	Victorian Curriculum Assessment Authority
<b>ATAR</b>	Australian Tertiary Admission Rank
<b>GAT</b>	General Achievement Test
<b>UG</b>	Ungraded
<b>NA</b>	Not Assessed
<b>SAC</b>	School Assessed Coursework
<b>VCE</b>	Victorian Certificate of Education
<b>VET</b>	Vocational Education and Training
<b>VTAC</b>	Victorian Tertiary Admission Centre
<b>VCAL</b>	Victorian Certificate of Applied Learning

# APPENDIX 5: IMPORTANT DATES 2018

## TERM 1

February 16th	Swimming Sports
March 6th	School Mass P3 & 4
March 12th	Labour Day
March 13th	Yr 12 Personal Development Day
March 14-16th	Yr 12 Retreat
March 27th	Student Learning Conversations (Parent/Teacher Interviews) 3.30-6.30pm
March 28th	Student Learning Conversations (Parent/Teacher Interviews) 12.00-8.00pm
March 29th	End of Term 1

## TERM 2

April 16th	Term 2 starts (Students return)
April 20th	House Athletics
April 25th	Anzac Day
June 11th	Queen's Birthday Public Holiday
June 13th	GAT
June 29th	Reports posted home; End of Term 2

## TERM 3

July 16th	Term 3 starts (Students return)
July mid	VTAC guide available
July late	VTAC applications for tertiary courses open
July 31st	Yr 12 Student Learning Conversations (Parent/Teacher Interviews)
August 24th	Brigidine Day
September 21st	End of Term 3
September - End	VTAC applications close
October - Early	SEAS Applications close

## September Holidays

September 25th	Year 12 English Practice Exam
October 1st-5th	Year 12 Practise Exams

## TERM 4

October 8th	Term 4 starts
October 22nd	Yr 12 Final Classes /Graduation Liturgy
October 23rd	Year 12 Farewell (3-4)
October 31st-November 21st	Exams
November 22nd	Graduation dinner
December - Mid	Results available
December - Mid	Change of Preference
<b>2019</b>	
1st round offers	Approximately 2nd week in January
2nd round offers	Approximately 4th week in January
3rd round offers	Approximately 2nd week in February

# SUPPLEMENTARY MEDICAL STATEMENT

To be completed by the student's doctor or treating specialist on the day of student attends for consultation.

### To the Doctor:

In accordance with VCAA policies we require students to have a medical certificate for absences that occur when the student has assessment tasks due on that day.

\_\_\_\_\_ is missing key assessment today. We would appreciate it if you could complete this form whilst the student is with you.  
(Name of student)

**Students's name** \_\_\_\_\_

**School name** \_\_\_\_\_

**Date of consultation** \_\_\_/\_\_\_/\_\_\_

Please comment on the likely effect of the illness/condition on the student's capacity to complete the assessment due today.

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### Other comments

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**Name of doctor/specialist providing this information** \_\_\_\_\_

**Profession** \_\_\_\_\_ **Contact telephone** \_\_\_\_\_

**Qualifications/speciality (if applicable)** \_\_\_\_\_

**Place of work/organisation** \_\_\_\_\_ **Ref/Provider No.** \_\_\_\_\_

**Signature** \_\_\_\_\_ **Date** \_\_\_/\_\_\_/\_\_\_

(please also use practice stamp where possible)



