

# SENIOR SCHOOL PROCEDURES HANDBOOK 2026

Reservoir High School's Senior Years philosophy is to provide equal access and opportunity for success to all students undertaking a Senior School program of study. We expect all students to aim for their personal best. Our school aims

to offer a broad range of studies and to encourage students to strive for excellence within their studies. We aim to prepare students for post-school study, employment and participation in a global community. Senior School students are engaged in courses which lead to the Victorian Certificate of Education (VCE) or Vocational Major Victorian Certificate of Education (VCE VM) as issued by the Victorian Curriculum and Assessment Authority (VCAA). Students can also achieve completion of nationally recognised Vocational Education and Training (VET) courses.

The procedures, as outlined in this handbook, are reviewed annually.

**Enrolment**

Enrolment in a Senior School course of study is conditional upon completion of the course counselling process with a course counsellor and entering subjects to study through the online selection process through Edval.

**VCE**

Year 11 students are required to complete six subjects each semester and year 12 students five subjects each semester to ensure enough units are achieved to satisfy the Victorian Certificate of Education (VCE) requirements. VCE students must complete a minimum of 16 units, four of these must be unit 3 and 4 sequences and they must complete 3 units of EAL, English, Literature or English Language. VET courses can be included in these units (some are scored) as can VM units but these do not contribute to ATAR scores.

**Unscored VCE**

Has the same requirements as regular VCE but all tasks can be completed to a satisfactory standard and there is more flexibility to negotiate the nature of assessment tasks. Unscored VCE students do not sit end of year external exams and instead participate in the micro-credentialling program at the beginning of term four.

**VCE VM**

All students completing VCE VM must complete 16 units over two years.

They must complete

- 3 VCE VM Literacy units or 3 VCE English or EAL units (including Unit 3 and 4)
- VET at Certificate II level or above (180 hrs)
- 2 units of VCE VM Work Related Skills (WRS)
- 2 units of VCE VM Personal Development Skills (PDS)
- At least 2 units of VCE VM Numeracy or VCE Mathematics units

At Reservoir High School, all VCE VM students also complete 2 unscored VCE subjects of their choice. Students may also complete a Structured Workplace Placement or School Based Apprenticeship

Senior School students are required to fill in the forms as required for data entry into the Victorian Assessment Software System (VASS). Reservoir High School, as per all VCE, VCE VM and VET providers, uses this data system to enrol students and record results.

The 'Pathways Approach' is a key philosophy of the Senior School at Reservoir High School. While it is not expected that an entire career plan is mapped out by this stage of a young adult's life, the ability to plan and work towards achieving a goal is vital for young adults to achieve success. Educational research constantly points out that students achieve better when they have a goal or goals in front of them. The 'Pathways approach' at Reservoir High School is to engage students in their passions, interests and talents and make plans about their learning around them. Much of this work is supported by the organisational structure of the Middle and Senior School Team and the use of the Careers Coordinators, who approach all student issues and concerns from the perspective of a pathway.

**Accelerated VCE**

Year 10 students are encouraged to undertake a Unit 1 & 2 subject. For this to occur Year 10 students will be required to provide an application to the Middle School Assistant Principal who will review evidence such as reports, teacher recommendations and the application to determine the readiness of students to accelerate their VCE. Interviews will occur as required. Students will be regularly monitored by the Coordinators via feedback from staff to ensure that they are capable as the year progresses.

### **Course Changes**

At times, students may indicate a desire to change subjects or courses within two weeks of commencing a subject. Any changes to subjects and courses require the Senior School Leader's approval. All changes to courses and subjects can only be made when a Change of Course form has been completed which is signed by the parents.

All students should ensure that they are familiar with the contents of this document as well as VCAA information for VCE, VET and VCE VM subjects. This information can be found at: <http://www.vcaa.vic.edu.au/>

**This document is to be used in conjunction with the Reservoir High School Later Years Policy and the VCE and VCE VM Administrative Handbook 2026 produced by the VCAA and available at their website.**

## Attendance Policy

### Rationale

To maximise student achievement and outcomes, Reservoir High requires students to be punctual and attend all classes with appropriate materials and complete set work. Reservoir High School sets minimum class time and attendance rules to allow sufficient class time for all students to successfully complete required tasks and to allow teachers to authenticate student work.

### Attendance Requirements

Senior School students must attend a minimum of 90% of scheduled class time for each VCE/VCE VM unit to guarantee a satisfactory result if all outcomes are successfully met. Students who do not attend at least 90% of scheduled classes may receive an N for that unit (extenuating circumstances can exempt this). If a student's attendance drops below 90% they will be monitored and spoken to by a coordinator, their parents may be contacted and asked to come in for an interview and students may be placed on an attendance improvement plan. If students refuse to engage with this process, they may receive an N for that unit, which will result in a Student Support Group (SSG) meeting being organised. Approved absences will not count as a missed class.

### Approved absences include:

- Those covered by a medical certificate or similar documentation.
- Those caused by the student's participation in another aspect of Reservoir High's educational programs (such as sport, Performing Art events, excursions or camps)
- Special Provision is available in cases of extended absence due to illness or special circumstances. The student is responsible for applying for Special Provision, please see information below or speak to senior leader about this.

### Unapproved absences include:

- Absences covered by a parent or guardian note, but without a medical certificate.
- Holidays taken during school time.
- Absence from a whole school activity
- Lateness to class. A student who is late to class during the day will be sent to get a late pass and period one will be recorded as late on the Compass roll. This lateness will be counted as an unapproved absence for the time missed.

### Reporting absences:

Attendance will be reported to parents or guardians daily through Compass

- School reports and absence letters shall display details of attendance.
- Should a student accumulate an unacceptable number of unapproved absences in any unit, the relevant Senior School Coordinator will convene a meeting with the student and the student's parents or guardians to discuss consequences.

***As a guide, students who have ten periods of unapproved absences for a unit may not satisfy the attendance requirement and may receive an unsatisfactory for the unit. This may result in an N (Not satisfactory) for the unit.***

Where a student fails to meet the attendance requirements over enough units to risk not completing their VCE, they will be required to appear before the Principal and Senior School Leader where their enrolment in the VCE/VCE VM at Reservoir High will be reviewed.

### Missing classes due to extra-curricular activities:

Participation in sporting activities and extra-curricular events are encouraged; however, due to the interference that this may have with scheduled classes and schoolwork, Senior School students should **limit** the number of sporting activities and/or events in which they participate. Senior School students should **join no more than two sporting teams and/or events in a semester**. A student may be withdrawn from teams and/or events, by Senior School Leader, if they are not meeting attendance requirements and keeping up to date with homework and work requirements.

NB: Students involved in the production should only participate in one other sporting activity or event each semester.

**Study Periods** Study sessions are designated times for senior students to revise and reinforce learning from their classes. Supervised sessions help students avoid distractions and enable students to work together.

- Students are required to always remain on school grounds during the school day.
- Students are **not to leave school premises** and if they do, consequences will apply.
- Study periods **must** be spent in the Study Hall where attendance rolls will be marked.

## Satisfactory Completion Policy

### Rationale

The Reservoir High School VCE (Satisfactory Completion) policy is based on the following:

- All students have the right to complete their School Assessed Coursework (SAC) under the same conditions in order to demonstrate achievement of the learning outcome(s) for satisfactory completion.
- The VCE is designed to cater for all students entering post compulsory education, and these students should be able to attain satisfactory completion with fair and reasonable effort.

Outcome Tasks (School Assessed Coursework or School Assessed Tasks) will be presented to students enrolled in Units 1-4 studies as prescribed by VCAA. The processes outlined below are to ensure that a consistent, fair and clear set of rules apply to all students, thus allowing them to maximise their opportunities for success and achievement. Students are advised to follow these processes to enable satisfactory completion of all work, and thus safeguard success of the unit of study. Teachers will always follow these processes.

- A Course Outline must be prepared for each unit of study and will be checked by the relevant Learning Leader. The Course Outline will indicate intended dates of each Outcome Task and Coursework requirements (according to the Week of the Semester).
- The classroom teacher will distribute a copy of the Course Outline to each student at the commencement of the unit.

### Satisfactory Completion (S)

In order to satisfactorily complete a unit, students must demonstrate achievement of the set learning outcomes during the coursework stage of the unit.

Achievement of an outcome means:

- The work meets the required 'standard' as described in the learning outcomes.
- The work is submitted on time.
- The work is clearly the student's own
- There has been no breach of VCAA or Reservoir High School rules (including SAC absence policy and Reservoir High School attendance requirements)

### Non-Satisfactory Completion (N)

The student receives an N for the unit when one or more of the following processes are not achieved:

- Attendance in class is less than 90% and the student has not attempted to make up time.
- The work does not meet the required '**standard**' as described in the learning outcomes.
- The student **fails** to meet the agreed upon deadline for a SAC or SAT.
- The work cannot be authenticated (the student cannot demonstrate that the work is their own)
- There has been a breach of VCAA or Reservoir High School rules (including SAC absence policy and Reservoir High School attendance requirements).

### Receiving a J Result

The student receives a J for the unit when the following criteria apply:

- Student was enrolled in the subject however is no longer attending class.
- Has not submitted work for assessment.

**The J result will not appear on a Statement of Results.**

### Year 11 into Year 12 Progression

Year 11 student subject selections will be reviewed at the end of Unit 1 and Unit 2. The Year 11 Coordinator will constantly monitor Compass Digest for students who are deemed at risk of not meeting VCE outcomes and will organise support structures.

If a student has not successfully met the outcomes of their Unit 1 studies additional course counselling may take place as well as the implementation of targeted support so that the student can continue into Unit 2.

If a student has not successfully met their outcomes by the end of Unit 2, the student will need to meet with an Academic Review Panel consisting of:

- Assistant Principal
- Head of Senior School
- Year 11 Coordinator
- Parents invited as required.

The purpose of this meeting is for the student to explain why they could not achieve a satisfactory outcome for the Unit despite the implementation of mid-year supports. The student will be encouraged to either drop the subject or to repeat it in order to meet the outcomes and progress to the next level.

### Promotion

A **minimum of 8 'S' unit results** (including at least one unit of Literacy/English/EAL) must be earned to proceed from Year 11 to Year 12.

### Gaining the VCE/VCE VM

In order to gain the VCE, the following criteria must be satisfied:

- Students must satisfy a minimum of 16 units over Year 11 and Year 12
- Three units of an English, two of which must be units 3 & 4
- Three unit 3 & 4 sequences
- See VCE VM information above for additional VCE VM requirements

### Redemption

Redemption is the process of converting an Unsatisfactory grade N in a particular Learning Outcome to a Satisfactory grade S.

- Students are entitled to at least two redemption opportunities to demonstrate that they can achieve the learning outcome and thus receive an S for the unit.
- The redemption opportunity will include a significant modification of the original task.
- **Under no circumstance** does the work completed in the redemption opportunity receive a new grade or numerical score. It is awarded either an S or N

**Assessment results will also occur if the result of a summative assessment task (SAC or SAT) is below 40% This is to ensure students have demonstrated a strong enough understanding of the task.**

**If after redemption, a student receives an N for the unit parents will be notified by the subject teacher and a support meeting will be organised with the Senior School Leader.**

### Flexible VCE

The school can investigate a flexible VCE under extenuating circumstances. This will be decided upon by a case-by-case scenario.

**VCE VM and VET****VCE VM Selection Policy**

Reservoir High School offers VCE VM as an integrated educational pathway for students in the Senior School. VCE VM is a hands-on option for students seeking practical, work-related experience. VCE VM students attend on-site schooling at Reservoir High School, whenever not at TAFE or work placement. This VCE VM policy has been developed to ensure that all students who select this pathway are fully aware of the educational and workplace selection pre-requisites, as well as administrative and financial requirements for ongoing involvement in the program. Students wishing to undertake the VCE VM program will discuss this during their Course Counselling.

**Pathways Planning and the VCE VM**

- The VCE VM does not provide students with an ATAR score.
- The VCE VM is appropriate for students whose career path after school includes entry to TAFE, Apprenticeships or Employment
- VCE VM tasks are recorded as S or N when students meet each Unit's outcomes. There is no graded assessment in the VCE VM.
- **All VCE VM students are required to attend school when not at work placement or TAFE**

**VCE VM Checklist**

Students who choose to complete a VCE VM must undertake a VET Course. As these are mostly vocational and external, students should assess their suitability by answering yes to the questions below before pursuing this option further.

- Do I work better when I am involved in practical tasks rather than academic work?
- Does my career path involve TAFE, an apprenticeship or employment, but not University?
- Am I prepared to travel to TAFE to study the course that meets my needs?
- Do I understand that it is my responsibility to find employment in certain industries?
- Am I prepared to travel outside of the Reservoir area to attend my TAFE and job placement?

VCE VM can be discussed in more detail with parents and the VCE VM Coordinator or Senior School Leader.

**Assessment Policy for VCE VM and VET**

- Assessment tasks should be relevant.
- Assessment tasks/activities should be open-ended and flexible to meet the specific needs of students.
- Where possible, assessment should focus on an integrated curriculum where one or more strands are grouped into logical, assessable activities that are project based.
- Recognised Prior Learning (RPL) is applicable to students who can demonstrate prior learning and experience relevant to the VCE VM strands and unit competencies in VET. Where RPL is granted, evidence must be completed and kept by the teacher and lodged with the VCE VM Coordinator or VET assessor.
- Students must be given more than one opportunity to demonstrate achievement of a learning outcome or competency.
- Records of student results from Learning Outcomes in VCE VM and VET are to be maintained by the teacher, recorded by the students on their portfolio and submitted to the VASS Administrator for recording on the VASS system.
- Students undertaking VCE subjects as part of their VCE VM program must provide a medical certificate if they miss a SAC or SAT deadline, failure to do so will result in a detention
- Students who are undertaking VCE subjects must follow the assessment policy for VCE as below

**Assessment Policy in the VCE****School Assessed Coursework (SAC)**

- Conditions are the same across all classes in the subject.
- Subjects with multiple classes will run their SACs at the same time (possibly after regular school hours).
- Year 12 students will receive a SAC calendar at the beginning of the year detailing the date of the SAC. Any changes to this need to be authorised by the Senior School Leader and edited on the SAC Calendar.
- Students will receive an outline of the nature of the task prior to the commencement of the SAC.
- Students must **not** bring materials to a SAC, other than those stipulated by the teacher.
- Students must **not** bring any mobile phone, smart watch, fitness tracker or unapproved electronic device into a SAC, and if they do, they must give it to the teacher prior to beginning the SAC.
- Students must provide a medical certificate to cover missed SAC
- If a SAC is missed, a makeup SAC will be offered to all students in the same week that the rest of the cohort sat the original SAC, and it will be an alternative task to the original.

Consideration when preparing work on computers:

A student who uses a computer to produce work for assessment is responsible for ensuring that:

- there is an alternative system available for producing assessable work in case of computer or printer malfunction or unavailability.
- hard copies of work in progress are produced regularly.
- Each time changes are made; the work is saved onto One Drive.

***Computer/printer problems will not be accepted as a reason for non-submission of a SAC or SAT by the due date.***

### Feedback on School Assessed Coursework

- Students are provided with the marking scheme or criteria sheet.
- Teachers will provide students with a provisional grade after marking; however, this is subject to statistical moderation in the external review process.
- SACs will be returned to students once all students in the Study have completed the task and the SAC has been moderated.
- Teachers are responsible for dropping off and collecting physical copies of all SACs from Senior School.

After work is submitted and marked, teachers will provide feedback to students. Appropriate feedback includes:

- Advice on problem areas
- Advice on where and how improvements can be made for further learning
- Reporting S or N decisions and/or written comments on students' performance against each outcome

In providing this feedback teachers may give students their marks on individual course work tasks; timing of this process will be in line with the individual study program and as determined by the Unit teacher.

Course work scores and grades **MAY CHANGE** following statistical moderation.

*Statistical Moderation is "The process used to ensure that schools' assessments are comparable throughout the state. It involves adjusting each schools' coursework scores for that study to match the level and spread of the combined examination and GAT scores for the students in that school doing that study."*

### School Assessed Tasks (SATs)

School Assessed Tasks are set by the VCAA and assessed internally in schools. SATs generally involve an extended project or folio work. SATs often encompass multiple outcomes and can span unit three and four.

### Satisfactory Completion

To complete a unit, students must satisfactorily demonstrate achievement of the learning outcomes assessed by the SAT.

Achievement of an outcome means: for

- The work addresses the key skills and knowledge outlined in the study guide for the outcome.
- The work is submitted on time, by **3:30 pm** on the due date.
- The work is clearly the student's own and has been regularly verified by the teacher as the work is produced.
- There has been no breach of VCAA and school rules.

## Extension of Time

Extension of time is interpreted as the granting of extra time beyond that normally allocated to the SAT. Unlike redemption, the work completed during extension time is marked. Extra time is **only** granted in cases of significant hardship or exceptional circumstances.

### Procedure:

- Students complete an 'extension' form obtained from the Senior Sub School Office Manager
- Applications must be made in writing at least three days before the SAT due date.
- The application will be processed, and the student will be informed of the result.
- No more than three days extension will be granted.

## Feedback on School Assessed Tasks

Teachers may provide students with a provisional grade after marking; however, this is subject to change in the external moderation process. SATs may be returned to students once all students in the Study have completed the task and the SAT has been moderated. The SAT grade may be reported to students as a numerical grade. After work is submitted and marked, teachers should provide feedback to students. Appropriate feedback includes:

- Advice on problem areas
- Advice on where and how improvements can be made for further learning.
- Reporting S or N decisions and/or written comments on students' performance against each outcome
- Reporting/Release of student results is an important aspect of the feedback to students. In providing this feedback teachers may give students their marks on individual course work tasks; timing of this process will be in line with the individual study program and as determined by the Unit teacher.

Grades awarded to students from internal assessments such as the SAT are subject to external moderation and are likely to change.

## Release / Storage of Student Work

Teachers will retain a copy of all SACs completed during a year, till the end of the year in which the work was undertaken. Such work may be requested by the VCAA as part of the process of course sampling. Any student work assessed as N, or about which any concerns are held, will be retained by the teacher in original or photocopied/scanned form. Teachers should retain a representative sample of student work for each outcome to assist in the review of school courses.

## Maintenance and Analysis of Results

Student assessment results and data are maintained and stored by each subject teacher and all scores are to be provided to the Senior School Leader to collate data of results for all classes and for individual students. Deidentified data will be used to address improvement in learning outcomes at Reservoir High School. Subject teachers are required to submit scores and grades to the VASS administrator in order to enter data onto the VASS system.

All teachers in all studies are provided with results of student achievement via the VASS VCE Data Service in February of each year. Professional learning in using data to improve student achievement is provided annually for all staff in order to improve learning outcomes.

The Senior School team, led by the Senior School Leader engage in annual monitoring of student data from a range of sources including VASS and Maestro. This includes achievement data, engagement and well-being data including attendance, participation and completion rates and exit destination data.

## Senior School Compass Chronicle Entries

The following chronicle entries on Compass have been set up especially for the Senior School to alert students and their families/carers that there are academic concerns in a class.

Incomplete Work:

This chronicle entry is for tasks that are linked to an outcome which the student has not submitted. It is to flag to the student and families that required work has not been completed which is required for an outcome. Teachers would not use this for minor work outstanding, but larger bodies of work.

Student at risk of receiving an N:

The student still has not demonstrated the outcome through coursework and is at serious risk of getting an N for the outcome which means they will get an N for the whole unit.

Missed SAC Record:

To be used when a student is absent for a SAC so it is recorded on Compass and can be followed up with by the Senior School Team.

## Attendance requirement for SACs and SATs

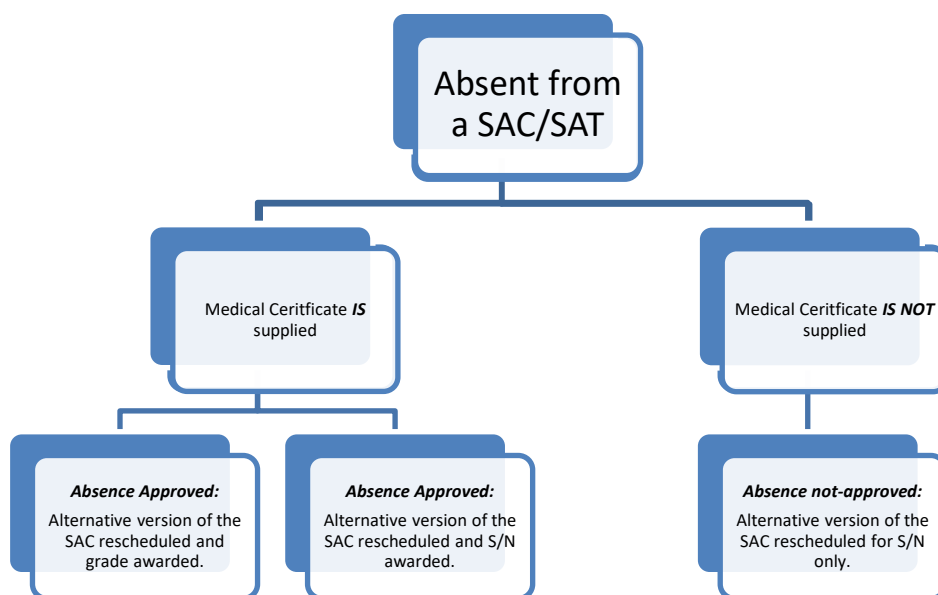
Students are required to complete each SAC or learning outcome on the date specified by their teacher. Students who are absent at the time of a scheduled SAC will be required to:

1. Contact the Senior Sub School Office Manager on the day of the absence. ph. 9466 0972
2. Provide a medical certificate (if the SAC absence is due to illness or injury), to the Senior Sub School Office Manager **on the day** of their return to school from absence (see above regarding illness on SAT submission dates)

**The onus is on the student to supply documentation for their absence from the SAC. Otherwise, SAC absences default to an N result.**

- If students have approved absence from a SAC, all students will be offered a set time and an alternative task to the original will be completed and will be assessed as S or N and graded.
- If students absence is unapproved then they will be offered a set time and an alternative task to the original will be completed and will be assessed as an S or N only. This work will not be graded.
- Students must attend the rescheduled SAC, failure to do so may result in an N

When a student is absent from a SAC the teacher will notify the Senior School Office Manager and Senior School Leader or Subject Teacher will set a time when all students who missed the SAC will sit an alternative task at the same time, this may occur outside of school hours.



## Rescheduled

Students are entitled to one (**only**) reschedule opportunity.

- If a student misses a SAC due to absence, the subject teacher will complete and lodge a SAC absence post on Compass.
- The student must be prepared to complete an alternative task at the first opportunity presented to them upon their return to school.
- The subject teacher will await the decision from the Senior School to either mark the SAC as an S or N only, or to also award a grade.

## Students Who Miss an Assessment Task without an Approved Absence:

### Year 11

- For an assessment task, a score of zero will be given. This will result in a UG grade (ungraded)
- If a Satisfactory result for an Outcome relies on the missed assessment task, then a student will be allowed to do that task if appropriate, or be set a new one, in order to convert an N (Not Satisfactory) to an S (Satisfactory) result.

### Year 12

Here, the VCAA rules regarding the VCE apply:

- A Year 12 student will receive an NA (Not Assessed) for failing to submit a school assessment task (part of the School Assessed Coursework)
- A new assessment task will be set in order to enable a student to convert an N (Not Satisfactory) for an Outcome, to an S (Satisfactory) result for the Outcome only; however, no score can be awarded to count towards the Study score.

## Authentication

Students must submit work that is clearly their own. Apart from references to source material, no part of a student's work may be copied from any other person's work, including material obtained from the internet or AI technology. In order to attest that work is genuinely that of the student, teachers and students will observe the following procedures:

- Each piece of assessment (SAC or SAT) will have a student declaration on the front cover which all students must sign prior to submitting their work. Each SAT will also require the students to complete a detailed VCAA student authentication form.
- Teachers will monitor the development of tasks in class, by sighting plans and drafts of students' work and keeping records of their progress.
- Students are expected to retain appropriate documentation of the development of tasks. Students may be requested to present such documentation to prove authenticity of work.
- A teacher may ask a student to demonstrate their understanding of a task to ensure authenticity.
- Work will only be assessed when the teacher can attest that, to the best of their knowledge, the work is the student's own
- Students must not submit the same piece of work for assessment in more than one subject.
- A student's work cannot be authenticated where the requirements of the attendance policy have not been met.

***If an issue of authentication arises, teachers are to notify the student's relevant Coordinator and a panel may be formed to investigate the task in question.***

1. If necessary, a formal interview will be conducted. A parent of the student may attend in a support role, but not as an advocate.
2. A letter sent home, providing details of the interview to be conducted. At least twenty-four hours' notice is given.
3. Following the interview, a decision will be made in consultation with the Principal.
4. The student will be informed of the decision on the next school day. Written notification will follow within three days including details of the student's right of appeal.

Records will be kept of each stage of the process. Each decision will be made based on evidence collected. The school has the power to impose any of the following penalties for plagiarism, or for a substantive breach of the rules (which applies to the student who has breached as well as any student who has knowingly assisted the student to breach):

- A written reprimand
- Request that work be resubmitted for an S only and no points awarded towards a Study Score
- Refusal to accept a part of the work submitted and give a score on the remainder.
- Refusal to accept the whole piece and give an NA (not assessed)

**The above consequences may be used singularly or in combination.**

#### **Acceptable levels of assistance include:**

- The incorporation of ideas or material derived from other sources, (e.g.: by 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 or self-correction.

#### **Unacceptable forms of assistance include:**

- Use of, or copying of, another person's work or other resources without acknowledgment
- Actual corrections or improvements made or dictated by another person.

### **Student Appeals:**

Students have the right to appeal decisions about:

- Non-Satisfactory Completion
- Special Provision
- Authentication
- Extensions
- Redemptions
- Other breaches of rules

#### **Process for conducting Investigations into breaches of School based assessment**

Reservoir High School is responsible for ensuring students abide by the VCAA rules for School-based Assessment in VCE and VCE VM and the Australian Quality Training Framework (AQTF) for VET studies. Reservoir High School will investigate any breaches of these rules, applying appropriate penalties and consequences if necessary.

At the beginning of the school year, all Senior School students at Reservoir High School sign a declaration that they abide by the rules and instructions relating to the VCE, VET and VCE VM Assessment program. This includes all School-based Assessment.

#### **Student appeals to School Based Assessment procedures**

Where a student believes the procedures for school-based assessment were not carried out as per Senior School procedures, a student may lodge an application to the Senior School Leader appealing a decision. The student, or parent or guardian of a student, must lodge a written appeal to the Senior School within 14 days of the alleged breach or the completion of the School Based Assessment. The Principal or delegate will immediately form a panel to investigate the alleged breach. This panel will consist of the Assistant Principal, Senior School Leader and one other appointed person. A member of this panel will investigate the allegation, conducting interviews with class teachers, assessment supervisors, the student who lodged the appeal or other students. If this investigation suggests there is substance to the allegation, the matter will be referred to a hearing of the full appointed panel. All records of investigation should be kept and may be used at any later hearing. The student's parents or guardians may be advised of the nature of the appeals at this point of the investigation. The school may contact the VCAA to discuss any aspect of the allegation or investigation.

**Hearings**

The panel undertaking the hearing must understand the purpose of the hearing and have sufficient knowledge of the study to allow full participation in the discussion and decisions.

The Senior School Leader will give the student 24 hours written notice of the hearing. This notice will state; the allegation or breach, the purpose of the hearing, the date, time and place of the hearing, the composition of the panel, advice that a parent/guardian or relevant person may accompany the student to the hearing in a support role (not an advocate) and the name of a person the student may clarify procedures with.

During the hearing, the panel must present any evidence collected earlier to support the case, give the student an opportunity to be heard and pose questions in such a way that allows the student to feel as comfortable as possible given the circumstances.

The outcome of the hearing will be reported to the Principal within 24 hours of the panel's findings. This outcome will include the recommendations of the panel. The Principal has the power to determine what action should be taken.

All evidence from the hearing and investigation must be maintained by the school.

**Penalties and Appeals**

The Principal may decide to do one of the following:

- Reprimand the student.
- Give the student the opportunity to resubmit work for satisfactory completion.
- Refuse to accept the work that infringes the rule and decide on the award of an S or N on the remainder of any work.
- Refuse to accept any work if the infringement is judged by the Principal to merit such a decision. For student breaches, this will result in awarding an N for the Outcome and a NA for scored assessment. This will result in N for the study for the unit. For school breaches, the decision of future action will take into consideration maintaining the integrity of the assessment for all students in the study and supporting the student's right for fairness and equality of assessment.

Notification of the Principal's decision and consequences must be provided to students within 14 days of the decision being made. An appeal against a school decision must be made in writing to the Chief Executive Officer of the VCAA not later than 14 days after the student receives written notice of the decision of the school. Full details of the appeals process can be found in the VCE and VCE VM Administrative Handbook, or alternatively on the VCAA website.

## Special Provision

Special Provision enables students whose learning and assessment programs are affected by:

- illness
- impairment or
- personal circumstances

A student who believes he or she may be eligible for Special Provision should apply for Special Provision through the Senior School Leader. This must be completed in late February to allow Senior School adequate time to complete the application. Documentary evidence from both the student, teachers and a medical professional is required to support the application.

There are four forms of Special Provision for the VCE:

- Student Programs
- School-Based Assessment
- Special Examination Arrangements
- Derived Examination Scores

In each case there are specific eligibility requirements that apply. For Student Programs and School-Based Assessment, the school is responsible for determining eligibility and the nature of the provisions granted. For Special Examination Arrangements and Derived Examination Score applications, the VCAA is responsible for determining eligibility and for granting approval.

### Student Programs

The purpose of Special Provision in student programs is to help students in defined circumstances to complete the VCE in a reasonable time frame. A student is eligible for this provision if they are significantly adversely affected by illness or other serious cause or if they are disadvantaged by a disability or impairment. Special provision can be in the form of a student obtaining assistance by an aide or allowed to use technological assistance.

Prolonged absence from school or study is not itself grounds for special provision.

### School-Based Assessment

Students are eligible for Special Provision for School-Based Assessment if they are adversely affected by illness, impairment or traumatic personal and family circumstances. The usual provision granted in this category may include allowing the student to undertake the task later, allowing the student extra time to complete the task, substituting or replacing one task with another task or using technology to complete the task. All these possible provisions will be dependent on the resources of the school and decided by the Senior School Leader.

### Special Exam Arrangements

Students may apply to the VCAA for Special Examination Arrangement undertaking Units 3/4 studies. Students are eligible for Special Examination Arrangements if it can be demonstrated that achievement on the examination is adversely affected by accident or sudden onset of illness, personal, family circumstances or long-term impairments. Special examination arrangements may take the form of extra writing time, rest breaks or the use of technological aids.

## Derived Examination Score

The Derived Examination Score (DES) is calculated by the VCAA and may be used as the student's examination result where the student has met the eligibility requirements for the provision. The DES is intended for the student who is ill or affected by other personal circumstances at the time of an examination and whose examination result is unlikely to be a fair or accurate indication of their learning or achievement in the study.

Students are eligible for the DES if immediately before or during an examination period they can demonstrate that they have been affected by the onset of an illness or experienced an accident or personal trauma that has affected their performance in the examination or has prevented them from attending the examination.

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.

**It is the student's responsibility to apply for Special Provision and to supply the supporting documentation. Any student who believes they may be eligible should speak to the Senior School Leader. The student's Statement of Results does not indicate that Special Provision has been made.**

### Students do not have grounds for Special Provision if they:

- are absent from school or study for prolonged periods without evidence of significant hardship.
- are comparatively unfamiliar with the English language as their only disadvantage.
- are affected by teacher absence and other teacher related difficulties.
- are affected by faulty technology in the preparation of work.
- misread an examination timetable or an examination paper.

### How to Apply for Special Provision:

The Senior Sub School Leader is the first point of contact regarding Special Provision. They will decide on the nature of special provision; however, the actual decision is decided externally.

The following categories exist:

#### Permanent Disability

The school must be informed in writing of any permanent disability at the very beginning of the year (end of **February** at the latest). Medical and/or psychological documentation must be included by medical professionals.

#### Extended Absence from School

The school must be informed in writing far in advance of the proposed absence, or in the case of unexpected circumstances, as soon as reasonably possible. The communication must outline clearly the reasons for the absence (where relevant, accompanied by medical documentation) and be signed by a parent or guardian. Parents or guardians may be requested to attend an interview to discuss the matter.

**NOTE:** Extended holidays for senior students will **not** be approved by the school under any circumstances.

#### Family Problems and/or Ill Health

The school must be informed in writing of any request for consideration based on these grounds as soon as reasonably possible. The request must be accompanied by documentation from a professional and signed by a parent or guardian. A parent or guardian may be asked to attend an interview to discuss the request.

#### Special Entry Access Schemes (SEAS)

SEAS Applications are handled by the Victorian Tertiary Admission Centre (VTAC) for tertiary entrance purposes. Students are eligible to apply for this if they experience continuing personal circumstances affecting their performance in their Year 12 program. Eligible students are advised to discuss their situation with the Senior Sub School Leader or Careers Counsellors.

## Examinations

### Year 12

All studies will hold an end of year examination as prescribed by the VCAA. Internal exams will also be held at the end of term three and beginning of term four as practice for the external end of year exams. Examination Timetables will be published at the earliest available opportunity. Students who have applied for Special Provision will have arrangements organised as appropriate.

All examinations MUST take place on the day scheduled in the timetable. It is not possible to reschedule an examination to another day. Students are therefore expected to attend examinations even if there are difficulties in them doing this (e.g., due to illness, drivers test, family problems, job). Under these circumstances, students may be eligible for Special Provision and special arrangements such as an extension of time, or a separate examination room may be made available (with the approval of the VCAA). Applications for Special Provisions are to be made to the Senior School Leader. Details of conditions, rules, approved materials etc. will be provided by the VCAA via a student information booklet prior to the June examination period.

### Year 11

Students will be expected to sit an exam in all Study Units at the end of each semester. Exam duration can be 60 minutes or 120 minutes duration. Exams are not to be counted as SAC Tasks. A Year 11 examination period will be set aside for these exams, and an examination timetable published and distributed to Year 11 students. The Unit teacher will carry out assessment of each exam.

### General Achievement Test – The GAT

All VCE and VCE VM students enrolled in one or more sequences of Units 3 and 4 must sit the General Achievement Test (GAT) in June.

A sentence on the student's Statement of Results will indicate whether the student has obtained results in the General Achievement Test. A statement of GAT results is mailed to each student with all the other VCE results, but it does not count for tertiary selection. Students undertaking VCE VM will have their literacy and numeracy results from the GAT in their statement of results.

As the GAT is used as a comparison for SACs and SATs, students should be aware of its significance in these studies in VCAA's moderation of school awarded results.

## Tertiary Information

### Tertiary Entrance Requirements

It is most important at this stage that students, parents and guardians become familiar with the procedures for entrance to the various tertiary institutions and faculties. The Victorian Tertiary Admissions Centre (VTAC) is the administrative unit for the selection of students for Victorian Universities and Tertiary Colleges. Normally, the minimum entrance requirement for all tertiary institutions is the satisfactory completion of the VCE as previously described.

### ATAR Score

All students will have a study score calculated for them in VCE and scored VET studies, regardless of the assessment process used. Exemptions apply for students who have organised an Unscored VCE through the Senior School Leader and VCE VM students. The ATAR will be calculated from the individual study scores. ATAR scores are ONLY USED by the Victorian Tertiary Admissions Centre (VTAC) and other national tertiary entrance organisations in determining eligibility for entry into tertiary courses.

ATAR scores are not an indication of a pass or fail at VCE (see Satisfactory Completion).

## Unscored VCE

Unscored VCE refers to students who complete their chosen VCE subjects but opt to not sit their final exams and do not receive an ATAR. Unscored VCE students still require a passing grade in their coursework to be awarded their VCE. Students can choose to go unscored for a particular subject throughout the year under special circumstances as approved by the Senior School Leader.

If a student wishes to complete an unscored VCE they need to first discuss this option with Senior School and fill out the required paperwork which will be kept on file. Senior School will then notify the classroom teacher(s) so they can discuss with the student what the requirements are to demonstrate an understanding of the outcomes and thus receive an S for the Unit of work. The Senior School Leader will then communicate with the student's parents unless that student is over 18 and requests that we don't.

If a student chooses to go unscored for one subject the unscored subject will not be awarded a study score and will not contribute to the final ATAR result. It should be noted that a student needs to successfully complete 8 scored Unit 3 and Unit 4 subjects to obtain an ATAR score at the end of the year, two of which must be English based.

## Homework

### Rationale

Reservoir High regards homework as a vital component of every student's education. Specifically, homework is used:

- To develop students' responsibility for their schoolwork
- To facilitate the development of organisational skills and good work habits
- To complement and reinforce what is done in class.
- To foster independent learning
- To revise and prepare for assessment tasks.

### A student with good organisation and resources should average:

**Year 11:** 2-3 hours homework per night

**Year 12:** 3-4 hours homework per night

Students should develop and follow a study timetable each semester to ensure they stay up to date with coursework and study expectations for their subjects.

## Student Management Points

### Uniform

Students at Reservoir High are required to wear full school uniform. Full details of the uniform policy can be found on the website and Compass. Students unable to wear full uniform must be proactive and inform the Senior School Office Manager at the beginning of the day.

- Teachers will direct students who are out of uniform to the Senior School Office. Coordinators will issue a pass or confiscate out of uniform items which will be returned to students at the end of the school day. If students do not have a reasonable excuse to be out of uniform, they will be issued a Coordinator's detention.
- When correct shoes are not worn, students may be prevented from attending certain classes where safety is a concern.
- In some circumstances, students may be prevented from attending class until they are in full school uniform.

## **Smoking/Vaping**

### **Rationale**

Reservoir High School seeks to discourage illegal drug use. Students found smoking/vaping, in possession of cigarettes/e-cigarettes or supplying these items to other students under the school jurisdiction will be liable to a range of sanctions dependent on the circumstances and whether previous offences have been recorded.

### **First Incident:**

- Official warning – coordinator discusses the School Smoking Policy, procedures and consequences.
- The student will be referred to Student Welfare (students do not have to accept counselling)
- A parent or guardian will be contacted verbally or in writing.
- Vape or cigarettes will be confiscated from student and returned to parent/carer
- A detention session is given to the student.

### **Second Incident:**

- The student will be referred to Student Welfare (students do not have to accept counselling)
- A parent or guardian will be contacted verbally or in writing.
- Vape or cigarettes will be confiscated from student and returned to parent/carer
- A Principal's detention session will be given to the student.

### **Continuing Offences:**

Will incur suspensions and possible withdrawal from extra-curricular activities.

## **Alcohol**

Students found drinking, in possession of alcohol or supplying alcohol to other students anywhere in the school environment or during school events, will be liable to a range of sanctions dependent on the circumstances and whether previous offences have been recorded.

### **Consequences:**

- Informing and consulting parents or guardians and Student Welfare
- Suspension from school
- Counselling strategies in harm minimisation
- Other possible actions include withdrawal from extra-curricular activities.

## **Drivers**

Any student of legal driving age who intends to drive to school, either on a regular basis or occasionally, must comply with the school policy.

### **School Requirements**

- Students are required to adhere to all road rules and drive in a safe and responsible manner.
- Students are only to use their car for travelling to and from school. Students are not permitted under any circumstances to drive from the school grounds during the day.
- Car make and registration details must be recorded with the school.
- Students are not permitted to use the staff car park but can park their car in the car park closest to the Hockey Field.
- Students are permitted to drive only one peer passenger (aged 16-22), unless the passengers are siblings of the driver.

Students who fail to meet these obligations will be required to hand their car keys to the Assistant Principal and car parking privileges will be revoked. Any unsafe driving behaviour or breaches of road rules will be reported to the police.

### **Mobile Phones/Wireless Headphones**

In accordance with the Department's Mobile Phones — Student Use Policy issued by the Minister for Education, personal mobile phones must not be used at Reservoir High School during school hours, including lunchtime and recess, unless an exception has been granted. Where a student has been granted an exception, the student must use their mobile phone for the purpose for which the exception was granted, and in a safe, ethical and responsible manner. If seen or heard, mobile phones will be confiscated. Students who fail to comply with a direct instruction from a member of staff will be suspended. Repeated use of these devices will result in escalated consequences.

### **Unapproved Mobile Phones and other Electronic Devices in SACs and Exams**

Electronic devices are prohibited in VCAA examinations. Prohibited devices include mobile phones, electronic translators and dictionaries, cameras, radio transmitters and/or receivers, personal digital assistants and organisers, music and video players, minicomputers, smart watches, and any electronic devices capable of storing, retrieving or displaying digital information.

Supervisors are empowered under VCAA Rules to confiscate these devices when they are found in the possession of students in examinations. The devices will be held by the student's school or the VCAA for such a time as is necessary to complete any investigations into alleged breaches of rules involving those devices.

At Reservoir High any student found in possession of a mobile phone or electronic device during a SAC will:

- Have the mobile phone or electronic device confiscated and handed to their Senior Sub School Leader
- Receive no score for the SAC.
- Potentially repeat the SAC for an S or N only.
- Face further disciplinary measures as determined by the Senior Sub School Team

## Frequently asked questions about the VCE

### What is a Learning Outcome?

For every subject there is a series of learning outcomes. These outcomes state what you will be studying during the unit, and what you should be able to do by the end of the semester. These are the things you will be tested on, and they form the basis of your assessment; you must satisfactorily complete them.

### What does Satisfactory Completion mean?

This means you have fulfilled the requirements for a particular outcome. The teacher will set several tasks, and these must be completed properly to demonstrate that you have achieved that outcome. To achieve satisfactory completion of a unit, you must satisfactorily complete **every** outcome in that unit. The consequences of failing to do this are serious. The unit cannot be counted towards your VCE, and you may even find yourself having to repeat it, especially if it is required for a university course you wish to enter.

In addition, you can be given an N (not satisfactory) if you:

- hand the work in late.
- copy someone else's work.
- help someone else to cheat.
- accept "undue assistance" for the work.
- breach the school's attendance rules.

### How is the VCE assessed in Year 11?

You are assessed on two levels in Year 11. First your teacher will determine whether you have satisfactorily completed all outcomes in a unit. This will be shown on your end of semester report as S or N and will be reported to VCAA. Second, your performance in the subject will be graded. This performance is not reported to VCAA; however, a student whose grade is unsatisfactory in a subject may not be recommended to do this subject in Units 3/4.

### How is the VCE assessed in Year 12?

The satisfactory completion of all outcomes will be reported as S or N. Graded outcomes in each subject will be assessed through School Assessment Tasks completed in and out of class or School Assessed Coursework completed in class only. Ungraded assessments may be completed as alternative tasks, set by the teacher. The grade awarded to each student for a school assessed task will be sent to VCAA. It will then be statistically moderated against the student's performance in the external examination. These results will be combined to determine a student's individual study score. The student's three highest scoring subjects and their English/EAL/Literature/English language score will each contribute 100% of their score to the ATAR. The student's fifth and sixth subject will contribute 10% of its study score.

### What is Scaling?

Study Scores must be compared and adjusted before they can be fairly added together. This is because apart from English, students take very different combinations of VCE studies, and you can only add scores together if the strength of competition in each study is about the same. Scaling overcomes these difficulties and ensures that each study contributes equally to the ATAR.

### What if I am late handling work in?

You run the risk of gaining an N for an outcome, and thus for a whole unit. Avoid these problems by being organised. If you have a genuine reason (such as illness) for the work being late, **request an extension** from the Senior School Office Manager. For full details, refer to the policy for the 'Satisfactory Completion' of VCE studies section.

## GLOSSARY

|   |   |
|---|---|
| <b>Assessment Task</b>                  | A task set by the teacher to assess students' achievements of unit outcomes   |
| <b>Authentication</b>                   | The process of ensuring that the work submitted by students for assessment is their own.  |
| <b>Derived Examination Score</b>        | Provision available for students who have missed an external VCAA examination or whose examination performance has been impaired due to illness or other serious cause.   |
| <b>ATAR score</b>                       | The overall ranking on a scale of zero to 99.95 that a student receives based on their <i>Study Scores</i> . The ATAR is calculated by VTAC and used by universities and TAFE institutes to select students for courses.  |
| <b>GAT (General Achievement Test)</b>   | A test of knowledge and skills in writing, mathematics, science and technology, humanities and social sciences and the arts. Part A is completed by all students doing a VCE Unit 3 and 4 sequence and used by the VCAA to check that schools are marking School-assessed Tasks to the same standard, as part of the statistical moderation of School-assessed Coursework and as a quality assurance check on the VCAA's marking of examinations and School-assessed Tasks. |
| <b>Outcomes</b>                         | What a student must know, or be able to do, in order to satisfactorily complete a unit as specified in the study design or VCE VM unit.   |
| <b>SAC (School-assessed Coursework)</b> | A school-based assessment that is reported as a grade for either a VCE Unit 3 or 4 sequence or Unit 3 and Unit 4 individually. School-assessed Coursework consists of a set of assessment tasks that assess students' achievement of VCE Units 3 and 4 outcomes.  |
| <b>SAT (School-assessed Task)</b>       | A school-based assessment for a VCE Unit 3 and 4 sequence and reported as a grade. A school-assessed task is set by the VCAA and assessed by teachers in accordance with published criteria. Schools' assessments of tasks are subject to review by a panel appointed by the VCAA.  |
| <b>Statistical Moderation</b>           | The process used to ensure that schools' assessments are comparable throughout the State. It involves adjusting each school's School-assessed Coursework scores for each study to match the level and spread of the external reference scores for the students in that school doing that study.   |
| <b>Study Design (VCE)</b>               | A study design for each VCE study is published by the VCAA. It specifies the content for the study and how students' work is to be assessed.  |
| <b>Study Score</b>                      | A score from 0 to 50 which shows how a student performed in a VCE study relative to all other students doing that same study. It is based on the student's results in school assessments and examinations.  |
| <b>VCE VM</b>                           | Victorian Certificate of Education - Vocational Major. An accredited senior secondary school qualification undertaken by students in Years 11 and 12 with a focus on an applied learning program.   |
| <b>VCAA</b>                             | The Victorian Curriculum and Assessment Authority is responsible for the curriculum, assessment and reporting of both the Victorian Certificate of Education (VCE) and the Victorian Certificate of Education - Vocational Major (VCE VM)   |
| <b>VCE</b>                              | The Victorian Certificate of Education is an accredited senior school qualification.  |
| <b>VET</b>                              | The Vocational Education and Training is a nationally recognized vocational certificate. These certificates may be integrated within a VCE or VCE VM program.   |
| <b>VTAC</b>                             | Victorian Tertiary Admissions Centre acts on behalf of universities, TAFEs and other providers facilitating and coordinating the joint selection system. It calculates and distributes the ATAR (previously the ENTER).   |



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**APPLICATION FOR EXTENSION OF TIME**

Student: \_\_\_\_\_ Teacher: \_\_\_\_\_

Unit: \_\_\_\_\_ Subject: \_\_\_\_\_

Activity/Task: \_\_\_\_\_

REASON(S) EXTENSION IS BEING SOUGHT:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Student signature: \_\_\_\_\_

Parent/Guardian signature: \_\_\_\_\_ Date: \_\_\_\_\_

|             |                              |                          |
|-------------|------------------------------|--------------------------|
| Office Use: | Medical Certificate Provided | <input type="checkbox"/> |
|             | Other documentation provided | <input type="checkbox"/> |

Reply Slip

Extension of Time

Student Name: \_\_\_\_\_

Sub School Signature: \_\_\_\_\_

DETAILS OF EXTENSION GRANTED/NOT GRANTED:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_



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## APPLICATION FOR UNSCORED VCE

Student: \_\_\_\_\_ Class \_\_\_\_\_

**Reasons for completing one or more subjects unscored:**

| SUBJECT | TEACHER | TEACHER SIGNATURE |
|---------|---------|-------------------|
|         |         |                   |
|         |         |                   |
|         |         |                   |
|         |         |                   |
|         |         |                   |
|         |         |                   |

Completing VCE unscored for one or more subjects is a serious matter and can have impact on a student's ability to successfully obtain an ATAR and thus apply for tertiary studies in future years. By signing this document, I fully understand and acknowledge the repercussions of what I am doing.

**Student signature:** \_\_\_\_\_

**Parent signature:** \_\_\_\_\_

Sub School Signature:

## RESERVOIR HIGH – STUDY PLANNER

Name: \_\_\_\_\_

Week Ending: \_\_\_\_\_

| Time  | Monday | Tuesday | Wednesday | Thursday | Friday | Saturday | Sunday |
|-------|--------|---------|-----------|----------|--------|----------|--------|
| 6 am  |        |         |           |          |        |          |        |
| 7 am  |        |         |           |          |        |          |        |
| 8 am  |        |         |           |          |        |          |        |
| 9 am  |        |         |           |          |        |          |        |
| 10 am |        |         |           |          |        |          |        |
| 11 am |        |         |           |          |        |          |        |
| 12 am |        |         |           |          |        |          |        |
| 1 pm  |        |         |           |          |        |          |        |
| 2 pm  |        |         |           |          |        |          |        |
| 3 pm  |        |         |           |          |        |          |        |
| 4 pm  |        |         |           |          |        |          |        |
| 5 pm  |        |         |           |          |        |          |        |
| 6 pm  |        |         |           |          |        |          |        |
| 7 pm  |        |         |           |          |        |          |        |
| 8 pm  |        |         |           |          |        |          |        |
| 9 pm  |        |         |           |          |        |          |        |
| 10 pm |        |         |           |          |        |          |        |

*Time (hours) allocated to each subject / study:*

| Study          | Mon | Tue | Wed | Thu | Fri | Sat | Sun | WEEK    |
|----------------|-----|-----|-----|-----|-----|-----|-----|---------|
| <b>ENGLISH</b> | ___ | +   | ___ | +   | ___ | +   | ___ | = (___) |
| _____          | ___ | +   | ___ | +   | ___ | +   | ___ | = (___) |
| _____          | ___ | +   | ___ | +   | ___ | +   | ___ | = (___) |
| _____          | ___ | +   | ___ | +   | ___ | +   | ___ | = (___) |
| _____          | ___ | +   | ___ | +   | ___ | +   | ___ | = (___) |
| _____          | ___ | +   | ___ | +   | ___ | +   | ___ | = (___) |

- You will be able to develop **effective time management skills** if you keep better track of the time spent on all activities - academic, part-time employment, sporting, social etc.
- Efficient **reorganisation of time** when things seem to be getting out of control requires clear understanding of where your time is being allocated.
- Keeping these sheets accurate will enable you to determine just where the 'extra' time you may need at **critical times** of the year can be found!
- Completing these sheets over a few weeks can provide useful information for you to improve your 'study habits' or to balance your various activities.