VCE PROGRAM
Victoria University Polytechnic

PERFORMANCE REPORT 2018
Report Date: July 2019

THE VICTORIAN CERTIFICATE OF EDUCATION
NATIONAL CODE: VCE0000001
VICTORIA UNIVERSITY PROFILE

PRINCIPLES AND PRACTICE OF AUSTRALIAN DEMOCRACY

Victoria University is committed to the principles and practices of Australian democracy in all its operations:

- Elected government
- The rule of law
- Equal rights of all before the law
- Freedom of religion
- Freedom of speech and association
- The values of openness and tolerance.

Victoria University (VU) is a multi-sector institution with Vocational, Further and Higher Education, accredited and non-accredited course offerings. VU offer students pathways from certificate courses, like the VCAL, through to an advanced diploma, degree, or postgraduate qualification by coursework or research.

There are more than 40,000 students enrolled in Higher Education and Vocational Education and Training.

VISION

Victoria University’s vision is to be the university of opportunity and success, to be open and excellent, creating value for any student from any background and uplifting the communities in which we operate.

OUR MISSION

Victoria University’s mission is to provide quality, engaging career-based education with flexible entry and exit points, appropriate pathways, engaging and rigorous curriculum and contemporary delivery; while maintaining rigorous standards and ensuring that all students are supported to meet those standards.
VCE PROGRAM OVERVIEW

Victoria University Polytechnic offers the Victorian Certificate of Education (VCE) to people returning to study and those who are interested in pursuing pathways to further and higher education.

The VCE Program through its practice and delivery supports and promotes the principles and practice of Australian democracy, including a commitment to:

- Elected government
- The rule of law
- Equal rights for all before the law
- Freedom of religion
- Freedom of speech and association
- The values of openness and tolerance.

THE COHORT

Our students are from diverse cultural, social and language backgrounds and often have to balance work and/or family commitments to achieve their goal of completing senior secondary education. Each student has different learning and life experiences and will have personally relevant reasons for pursuing the VCE course to articulate into a range of educational pathways. The distinct groups are:

- adult learners who are interested in increased options for further study, improving their ATAR score to enter a specific course, career change benefits or a second chance to complete a secondary education qualification; and
- school-aged students who wish to pursue their VCE studies in a Non Senior Secondary School environment, these students may have experienced disconnection from the secondary school environment for a range of social and academic factors.

English is not the birth language of many students. They bring a range of educational, employment and life experiences to the program. Many lack confidence in their academic and language abilities but are highly motivated to succeed.

Common reasons students provide for undertaking VCE at Victoria University Polytechnic are to:

- successfully complete a senior secondary qualification (VCE)
- gain a higher ATAR to gain access to chosen degree course
- switch career direction
- meet the pre-requisites for courses or jobs

Victoria University Polytechnic’s VCE Program provides a platform for students to switch directions into different courses, occupations and jobs. The analysis of data below is reflective of this classification.
SUBJECTS OFFERED IN 2018

LANGUAGE

1. English - Units 1, 2, 3 & 4
2. English as Additional Language (EAL) - Units 1, 2, 3 & 4

MATHEMATICS

1. Foundation Mathematics - Units 1 & 2
2. General Mathematics - Units 1 & 2
3. Further Mathematics - Units 3 & 4
4. Mathematical Methods - Units 1, 2, 3 & 4

SCIENCE

1. Health and Human Development – Units 3 & 4
2. Biology - Units 1, 2, 3 & 4
3. Chemistry - Units 1, 2, 3 & 4
4. Physics - Units 1, 2, 3 & 4

BUSINESS

1. Accounting - Units 1, 2, 3 & 4
2. Business Management - Units 1, 2, 3 & 4
3. Legal Studies - Units 1, 2, 3 & 4

HUMANITIES

1. Psychology - Units 1, 2, 3 & 4

STUDENT SUPPORT

In addition to the many support services provided to Victoria University students to maximise their achievements, VCE students are provided with learning support across all subject areas. In English, this support is embedded in the English units, with language and literacy specialist teachers working with discipline teachers to provide support to students. This model has been developed to meet the particular needs of this student cohort, where many students come from an EAL background and/or negative experiences of prior study. The focus on language and literacy support is designed to develop the foundation skills they require for success across the VCE program. Support is also offered in small groups or on a one to one basis. For example, Maths support classes and individual study support appointments are offered as required.
OVERVIEW OF 2018 ENROLMENTS

<table>
<thead>
<tr>
<th>Year Level</th>
<th>Enrolled</th>
<th>Completed</th>
<th>Withdrawn</th>
<th>Retention Rate %</th>
</tr>
</thead>
<tbody>
<tr>
<td>11</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
<tr>
<td>12</td>
<td></td>
<td></td>
<td></td>
<td></td>
</tr>
</tbody>
</table>

SATISFACTORY COMPLETION OF VCE

<table>
<thead>
<tr>
<th>Year 12 Enrolment</th>
<th>Eligible for VCE</th>
<th>Not Eligible</th>
<th>Successful Completion</th>
<th>Median Study Score</th>
<th>Maximum study score</th>
<th>Median ATAR Score</th>
<th>Highest ATAR</th>
</tr>
</thead>
<tbody>
<tr>
<td>52</td>
<td>71% 37 students</td>
<td>29% 15 students</td>
<td>86%</td>
<td>21</td>
<td>39.0</td>
<td>31.3</td>
<td>86.85</td>
</tr>
</tbody>
</table>

Data Source: VASS and VTAC CourseLink

GRADE DISTRIBUTION

Percentage of Assessment Grades: All VCE Studies
(expressed as a percentage of all assessments excluding NA; NA as percentage of all assessments, including NA)

<table>
<thead>
<tr>
<th>School Description</th>
<th>A+</th>
<th>A</th>
<th>B+</th>
<th>B</th>
<th>C+</th>
<th>C</th>
<th>D+</th>
<th>D</th>
<th>E+</th>
<th>E</th>
<th>UG</th>
<th>NA</th>
</tr>
</thead>
<tbody>
<tr>
<td>This School</td>
<td>0.6</td>
<td>2.3</td>
<td>3.5</td>
<td>6.3</td>
<td>10.0</td>
<td>15.0</td>
<td>18.8</td>
<td>21.7</td>
<td>11.3</td>
<td>7.1</td>
<td>3.5</td>
<td>22.0</td>
</tr>
</tbody>
</table>

This graph indicates that most Year 12 students received assessment grades ranging from C+ to E+.

Data Source: VASS
The above graph indicates that ATAR results ranged from 13.75 to 86.85.

**YEAR 12 RESULTS**

**ELIGIBILITY FOR VCE AWARD AND ATAR OUTCOME**

A total of 37 students were deemed eligible to be awarded the Victorian Certificate of Education in 2018. Of these, 32 students received an ATAR. 6 students who received an ATAR chose not to continue with further study.

Of the 15 students ineligible to receive their VCE, 2 students have chosen to gain their VCE part-time. However, the remainder of students have either undertaken further studies (not requiring an ATAR) or have chosen to work.

The table below shows the outcomes for the Year 12 students who enrolled in VCE units in 2018. 50% of students have chosen to continue in Education and Training. Of these, 13.5% of students continued with studies at Victoria University in comparison with 36.5% of students chosen to complete their studies at another institution.
9.6% of students who enrolled in Year 12 units in 2018 are working full-time and another 9.6% are not looking for work or studying. Approximately 28.9% of all students were not able to be contacted.

Post-school destination data (On Track 2019) is still being compiled by Department of Education and Training.

**YEAR 12 PATHWAYS**

<table>
<thead>
<tr>
<th></th>
<th>Number of students eligible for Award of VCE continuing their studies</th>
<th>Number of students ineligible for Award of VCE continuing their studies</th>
<th>% Students engaged in Education or Training</th>
</tr>
</thead>
<tbody>
<tr>
<td>Victoria University</td>
<td>4</td>
<td>3</td>
<td>13.5%</td>
</tr>
<tr>
<td>Other Institution</td>
<td>14</td>
<td>5</td>
<td>36.5%</td>
</tr>
</tbody>
</table>

Data Source: VTAC CourseLink and VCE Program Destination Data Team

<table>
<thead>
<tr>
<th>Post-school Destinations of Year 12 or equivalent completers</th>
<th>Number of Students</th>
<th>Percentage %</th>
</tr>
</thead>
<tbody>
<tr>
<td>In Education or Training</td>
<td>26</td>
<td>50</td>
</tr>
<tr>
<td>Bachelor Degree</td>
<td>9</td>
<td>17.3</td>
</tr>
<tr>
<td>Certificate/Diplomas</td>
<td>9</td>
<td>17.3</td>
</tr>
<tr>
<td>Certificate I-III</td>
<td>2</td>
<td>3.85</td>
</tr>
<tr>
<td>Certificate IV or higher</td>
<td>4</td>
<td>7.7</td>
</tr>
<tr>
<td>VCE/VCAL</td>
<td>2</td>
<td>3.85</td>
</tr>
<tr>
<td>Apprenticeship/traineeship</td>
<td>1</td>
<td>1.9</td>
</tr>
<tr>
<td>Apprenticeship</td>
<td>1</td>
<td>1.9</td>
</tr>
<tr>
<td>Traineeship</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td><strong>Not in Education or Training</strong></td>
<td>10</td>
<td>19.2</td>
</tr>
<tr>
<td>Employed</td>
<td></td>
<td></td>
</tr>
<tr>
<td>Employed full-time</td>
<td>5</td>
<td>9.6</td>
</tr>
<tr>
<td>Employed part-time</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Looking for work</td>
<td>0</td>
<td></td>
</tr>
<tr>
<td>Other (not enrolled, employed or studying)</td>
<td>5</td>
<td>9.6</td>
</tr>
<tr>
<td>VCE Program Destination Data Team unable to contact student</td>
<td>15</td>
<td>28.9</td>
</tr>
<tr>
<td><strong>TOTAL</strong></td>
<td>52 students</td>
<td>100%</td>
</tr>
</tbody>
</table>

Data Source: VTAC CourseLink and phone interviews with students