

VCE PROGRAM

Victoria University Polytechnic

PERFORMANCE REPORT 2019

Report Date: March 2020

THE VICTORIAN CERTIFICATE OF EDUCATION

NATIONAL CODE: VCE0000001

VICTORIA UNIVERSITY (VU) PROFILE

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 practices 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.

STUDENT PROFILE

Our students are from diverse cultural and educational backgrounds and often 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:

1. 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

2. 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 some 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.

VCE at Victoria University Polytechnic provides a platform for students to switch directions into different courses and occupations. The analysis of data presented in this report is reflective of this classification.

STUDENT SUPPORT

In addition to the many support services provided to students to maximise their achievements, VCE students are provided with learning support across all subject areas. In English and Mathematic classes, this support is embedded within the units with language & literacy and mathematic specialists working with discipline teachers to provide student support.

SUBJECTS OFFERED IN 2019

LANGUAGE

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

MATHEMATICS

1. General Mathematics - Units 1 & 2
2. Further Mathematics - Units 3 & 4
3. 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
2. Sociology - Units 1, 2, 3 & 4

OVERVIEW OF 2019 ENROLMENTS

Year Level	Enrolled	Completed	Withdrawn	Retention Rate %
11	55	42	13	76
12	47	31	17	66

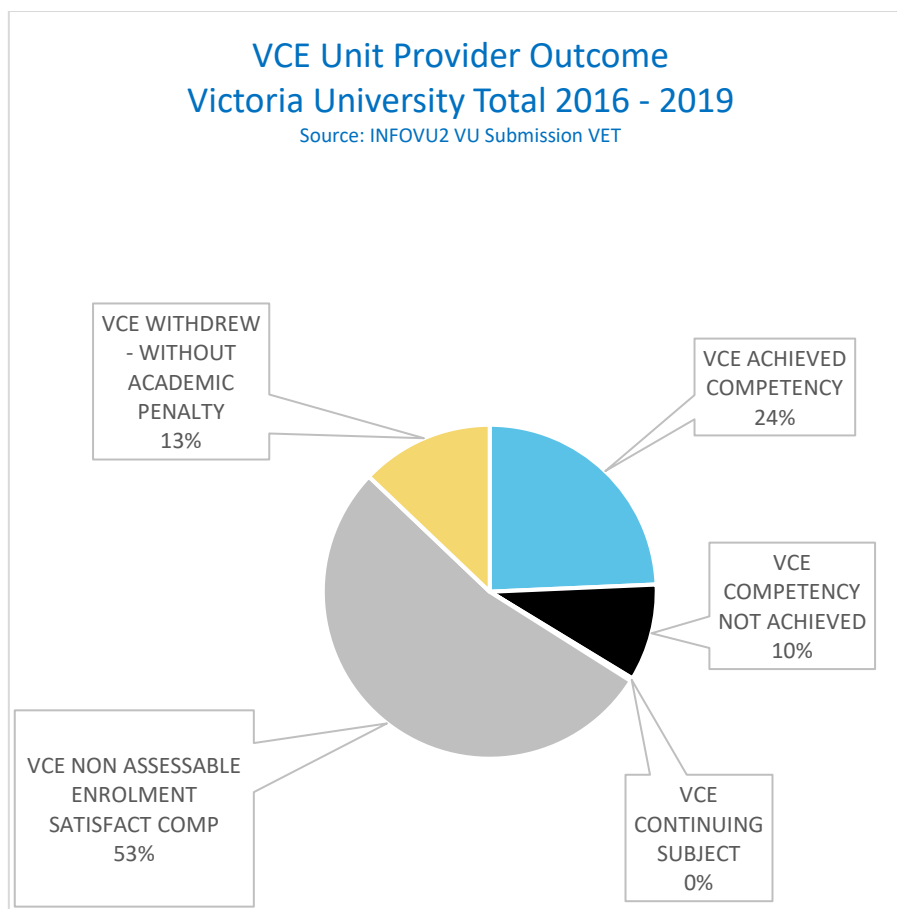
Data Source: VU data

SATISFACTORY COMPLETION OF VCE 2019

Year 12 Enrolment	Eligible for VCE	Not Eligible	Successful Completion	Median Study Score	Maximum study score	Median ATAR Score	Highest ATAR
47	29 students	18 students	62%	20.6	39.0	35.8	80.1

Data Source: VU data, VASS and VTAC CourseLink 2019

OVERALL: VCE UNIT COMPETENCY, COMPLETION & WITHDRAWAL PERCENTAGES FOR VCE 2016-2019



Data Source: VU Data Insights & Reporting

YEAR 12 RESULTS

ELIGIBILITY FOR VCE AWARD AND ATAR OUTCOME

A total of 29 students were deemed eligible to be awarded the Victorian Certificate of Education in 2019. Of these, 25 students received an ATAR and of these only 5 students who received an ATAR chose not to continue with further study.

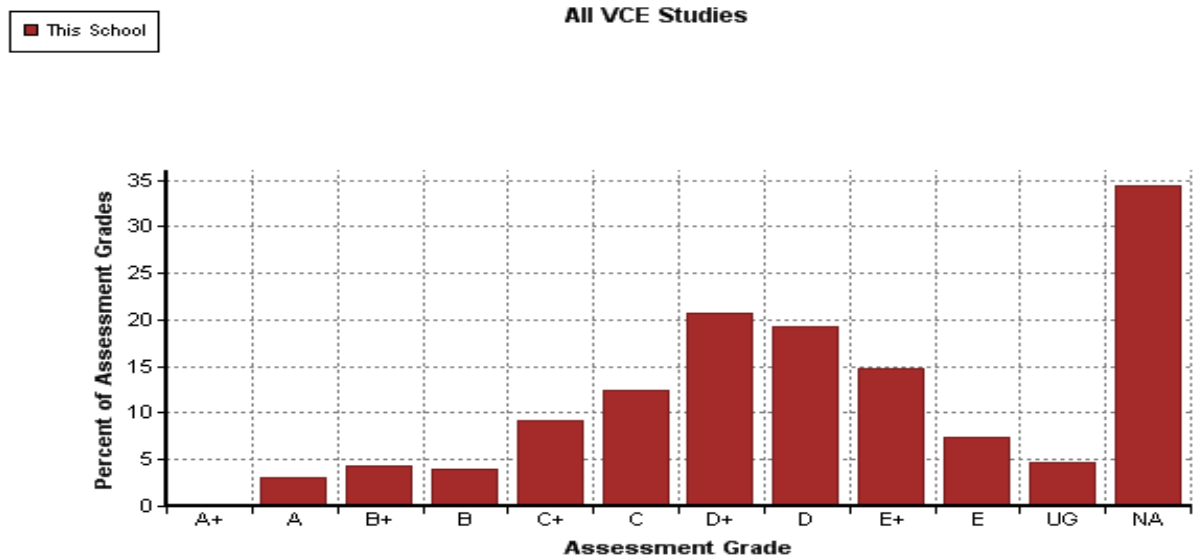
Of the 18 students ineligible to receive their VCE, none have chosen to gain their VCE part-time. These students have either undertaken further studies (not requiring an ATAR), are working or did not complete their VCE studies.

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)

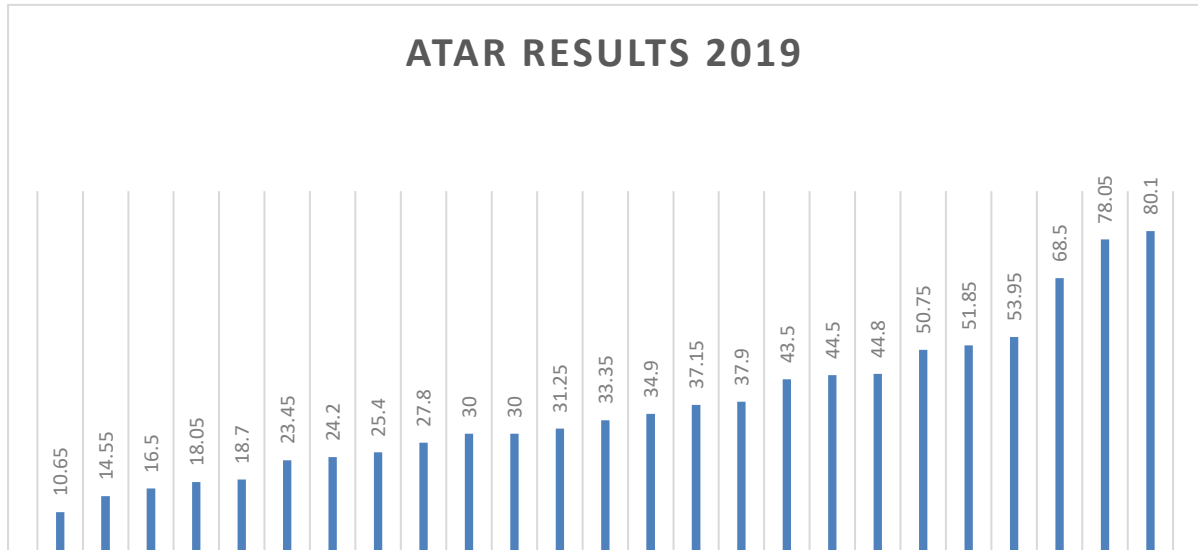
School Description	A+	A	B+	B	C+	C	D+	D	E+	E	UG	NA
This School	0.2	3.1	4.3	4.0	9.3	12.4	20.7	19.2	14.7	7.4	4.8	34.3



Data Source: VASS 2019

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

ATAR DISTRIBUTION 2019



Data Source: VTAC CourseLink 2019

The ATAR results graph indicates that ATAR results ranged from 10.65 to 80.1. The median ATAR result was 35.8.

YEAR 12 PATHWAYS

The table below shows the outcomes for the 29 students in Year 12 who satisfactorily completed their VCE in 2019. 62% of students have chosen to continue in Education and Training. Of these, 45% of students continued with studies at Victoria University in comparison with 21% of students chosen to complete their studies at another institution.

10% of students who completed Year 12 in 2019 are working full-time and another 7% are not looking for work or studying. Approximately 21% 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 and will be available mid-year on VASS. In the meantime, the Post-school destination data for 2019 below was obtained directly from the VCE students (when they collected their VCE Certificates on campus).

Post-school Destinations of Year 12 or equivalent completers	Number of Students	Percentage %
In Education or Training	18	62%
Bachelor Degree	9	
Certificate/Diplomas	9	
Certificate I-III	0	
Certificate IV or higher	0	
VCE/VCAL	0	
Apprenticeship/traineeship	0	0%
Apprenticeship	0	
Traineeship	0	
Not in Education or Training	5	17%
Employed		
Employed full-time	3	10%
Employed part-time		
Looking for work		
Other (not enrolled, employed or studying)	2	7%
VCE Program Destination Data Team unable to contact student	6	21%
TOTAL	29 students	100%

Data Source: 2019 VCE students

	Number of students eligible for Award of VCE continuing their studies	Number of students ineligible for Award of VCE continuing their studies	% Students engaged in Education or Training
Victoria University	13	0	45%
Other Institution	5	1	21%

Data Source: 2019 VCE students

Almost one half of the VCE students have decided to continue with their studies at Victoria University. This is much higher than last year (13.5%). Perhaps the Block Model is one which our VCE students can positively identify with and has made an impact on their choice of institution.