

Michelle Rae School of Dance
VCE Dance Handbook 2026

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Purpose

This handbook provides information regarding the delivery of VCE Dance at Michelle Rae School of Dance. It outlines expectations, policies, and procedures for students, parents/carers, and teachers, and ensures alignment with the Victorian Curriculum and Assessment Authority (VCAA).

VCE Dance Program Overview

Michelle Rae School of Dance delivers VCE Dance as a single study provider for students enrolled through their school.

The study includes:

- Performance
- Choreographic composition
- Dance analysis

Each unit requires **50 hours of scheduled class time**, in addition to independent rehearsal, practice, and theory work. Regular attendance and engagement are essential for satisfactory completion.

Study Focus and Learning Outcomes

VCE Dance provides opportunities for students to explore movement as a form of creative expression, communication, and analysis.

Students create and perform choreography, analyse dance works, and develop both technical and expressive movement skills.

Across the study, students develop:

- Technical and expressive performance skills
- Choreographic and creative thinking
- Analytical and interpretive skills
- Collaboration and professional discipline
- A personal movement vocabulary

The study integrates performance, choreography, and dance analysis as interconnected learning areas.

Unit Structure

Unit	Focus	Key Learning
Unit 1	Foundations of Dance	Introduction to choreography, safe dance practice, movement vocabulary, analysis of dance works
Unit 2	Development of Skills	Expansion of choreographic and performance skills, deeper analysis of dance processes
Unit 3	Performance & Analysis	Solo choreography, learnt group dance, analysis of prescribed works
Unit 4	Refinement & Evaluation	Final performance work, continued analysis, SAC completion and exam preparation

Career Pathways and Learning Outcomes

VCE Dance provides pathways into tertiary study, vocational training, and creative industry careers.

Learning Outcomes

Students develop:

- Technical and expressive performance skills
- Choreographic and creative thinking
- Analytical and interpretive skills
- Collaboration and professional discipline

Further Study Pathways

- Dance performance and choreography degrees
- Performing arts (contemporary, commercial, ballet, musical theatre)
- Dance education and teaching
- Creative arts, media, and production
- Movement-based fields such as physiotherapy or dance science

Career Pathways

- Professional dancer
- Choreographer
- Dance teacher or educator
- Movement director (stage, screen, commercial)
- Arts producer or administrator
- Fitness and movement-based professions

Industry Preparation

Students are prepared for:

- Auditions
- Rehearsal environments
- Collaborative creative projects
- Professional performance expectations

Eligibility for Award of the VCE

The Victorian Certificate of Education (VCE) is awarded by the Victorian Curriculum and Assessment Authority (VCAA) upon successful completion of a student's overall program of study.

VCE Dance is undertaken as one subject within a broader VCE program and contributes to the requirements for the award of the certificate.

Students must satisfactorily complete:

- A minimum of **16 units**
- At least **3 units of English**, including a Unit 3–4 sequence
- At least **3 sequences of Unit 3–4 studies**

VCE Dance may contribute to the Unit 3–4 sequence requirement but must be combined with other VCE subjects.

Resources

Students are provided with access to a range of resources to support their learning, skill development, and completion of assessment tasks in accordance with Victorian Curriculum and Assessment Authority requirements.

These include:

- Access to a fully equipped dance studio, including appropriate flooring, sound system, and safe working space suitable for practical classes and performance work
- A range of music resources to support choreography and performance tasks
- Structured learning materials, including course outlines, course booklet, task sheets, assessment criteria, and relevant study design documentation

- Teacher guidance, explicit instruction, and ongoing formative feedback to support student progress and preparation for School-Assessed Coursework (SACs)
- Scheduled class time for rehearsal, practice, and skill development under teacher supervision

The school ensures that all students have equitable access to the resources required to successfully engage in the study.

Student Attendance, Responsibilities and Expectations

VCE Dance Attendance Requirements

Students are expected to maintain regular attendance to support demonstration of learning outcomes.

- A minimum **90% attendance expectation applies**
- Attendance is recorded each class
- Absences must be communicated

Failure to meet attendance expectations may impact a student's ability to demonstrate satisfactory completion of outcomes.

Responsibilities and Expectations

Students & Teachers of Michelle Rae School of Dance are expected to conduct themselves with a sense of pride, self-discipline and a strong commitment to dance. The following procedures allow us to give our students full attention during class time. They apply to all dancers and we appreciate your cooperation.

Punctuality

All classes commence and end on time. Students should arrive at least 10 minutes prior to class commencement time and must enter the classroom with their outer wear removed and dance shoes on. Students' punctuality ensures they are well warmed up, which is necessary to avoid injury whilst dancing.

Presentation

Neat presentation is part of the tradition of dance, and we expect students to be neat and tidy for all classes. Dance students make their best progress when their teachers can see their form well and when students are not distracted or restricted by floppy or ill-fitting clothing.

Etiquette

Students should:

- always have a positive attitude and tone in the studio and foyer
- be respectful and courteous toward teachers and fellow dancers. Bullying of any kind is not acceptable
- not consume chewing gum or food in class
- bring with them a drink bottle containing water (not fruit juice or cordial)

Child Safety and Wellbeing Policy

Child Safety and Duty of Care

Under the **Child Safety and Wellbeing Act**, Victorian organisations that provide services to children are required to implement compulsory Child Safe Standards to protect children from harm.

Michelle Rae School of Dance (MRSD) has developed this Child Safe Policy to demonstrate the strong commitment of the Principal and staff to child safety and the policies and practices developed to keep everyone safe from harm, including abuse.

This document demonstrates that MRSD is compliant with the **Victorian Child Safe Standards updated on 1 July 2022**.

For more information, see *A Guide for Creating a Child Safe Organisation* produced by the Commission for Children and Young People (CCYP) available at www.ccyp.vic.gov.au.

This policy is available on the **Michelle Rae School of Dance website** and is **provided to students and families via email at the beginning of each year**.

Commitment to Child Safety

Michelle Rae School of Dance (MRSD) is a **Child Safe organisation**.

As a school we are committed to always providing a safe and supportive community for all students and their families. We want our students to feel safe, supported, respected, happy, empowered and able to enjoy their dance education.

The welfare of the children in our care will always be our first priority. MRSD has **zero tolerance for child abuse**.

This policy demonstrates the strong commitment of the Principal and staff to child safety and outlines the policies and practices developed to keep children safe from harm. It applies to all staff, volunteers, students and individuals involved in our school community.

MRSD values the role of families and the community in promoting child safety. We communicate openly with families and encourage their participation in decisions

affecting their children.

Families are provided with accessible information about our child safe practices and are encouraged to provide feedback.

Child Safe Standards Framework

MRSD is committed to implementing and upholding all **11 Victorian Child Safe Standards**, ensuring that child safety is embedded across all aspects of our organisation, including leadership, culture, policies and everyday practice.

MRSD regularly reviews and improves its child safety practices to ensure ongoing compliance with the Child Safe Standards.

Children's Rights to Safety and Participation

MRSD encourages children to express their views and participate in decisions that affect them. We recognise that children and young people have the right to feel safe and to be heard.

We actively encourage children to:

- share their ideas, views and opinions
- feel confident speaking up about things that are important to them
- raise concerns if they ever feel unsafe.

We teach children what they can do if they feel unsafe and ensure that their concerns are listened to and acted upon appropriately.

- actively listen to children and take their concerns seriously
- support children to speak up about anything that makes them feel unsafe
- teach children age-appropriate strategies to recognise and respond to unsafe situations

We are committed to creating an environment where children feel confident, respected and empowered to participate.

Culturally Safe Environment

(Child Safe Standard 1 – Updated 1 July 2022)

Michelle Rae School of Dance is committed to creating a **culturally safe and inclusive environment** for all children and young people, particularly **Aboriginal and Torres Strait Islander children**.

We actively support the ability of children to express and enjoy their cultural identity and ensure they feel respected and valued within our school community.

MRSD is committed to:

- actively supporting children’s ability to express and enjoy their cultural rights
- acknowledging and appreciating the strengths of Aboriginal culture and young people
- ensuring any form of racism is identified, addressed and not tolerated
- supporting the participation and inclusion of Aboriginal children and their families
- providing a culturally safe, welcoming and inclusive environment for all children and families.

Valuing Diversity

MRSD values diversity and does not tolerate discriminatory practices.

We are committed to ensuring all children feel safe, respected and included regardless of their background.

To achieve this we:

- promote the cultural safety, participation and empowerment of Aboriginal children and their families
- promote the cultural safety, participation and empowerment of children from culturally and/or linguistically diverse backgrounds
- welcome children with a disability and their families and support their participation
- create an inclusive environment where all students feel respected and valued.

Reporting a Child Safety Concern or Complaint

All MRSD teachers, students and families are supported to raise any concerns or complaints regarding risks to a child’s safety or signs of abuse.

All concerns or complaints should be raised directly with **Miss Michelle** and will be addressed as soon as possible. Support will be offered to all individuals involved.

If a child is in **immediate danger**, please call **000**.

Child Safety in Physical and Online Environments

MRSD takes steps to identify and minimise risks in both physical and online environments.

All interactions with children, including online communication, must follow the Code of Conduct and maintain appropriate professional boundaries.

Communication

Michelle Rae School of Dance recognises the importance of partnership between the school, carers, and the wider school community in supporting student learning, engagement, and wellbeing. The school will engage proactively with parents and guardians regarding student progress and outcomes, working collaboratively to understand individual student needs and implement adjustments where appropriate.

Students will be communicated with directly via email and in person, including information relating to assessments, class requirements, and learning expectations. Parents and guardians will receive information for awareness purposes via email and SMS where appropriate.

Assessment and Authentication

Assessment within this study is conducted in accordance with the requirements of the Victorian Curriculum and Assessment Authority and is reported through School-Assessed Coursework (SACs). Assessment tasks may include written responses, structured questions, multimedia presentations, and performance-based work, as appropriate to the study design.

All assessment practices are designed to ensure fairness, validity, reliability, and authenticity, and are implemented consistently across all classes undertaking the study.

School-Assessed Coursework (SACs)

School-Assessed Coursework is used to assess student achievement against the prescribed learning outcomes.

- SACs are developed and/or adapted by teaching staff in alignment with the current VCAA Study Design
- All tasks undergo internal review, moderation, and approval processes led by the relevant Learning Area Leader and Principal (or delegate)
- SACs are reviewed annually to ensure alignment with study design updates, cohort needs, and assessment best practice
- Tasks are not reused in identical form across consecutive years to maintain assessment integrity

Development and Security of SACs

The school maintains strict protocols to ensure the security and confidentiality of all assessment materials:

- SACs and related materials are stored on secure, access-restricted school servers and/or password-protected drives
- Access is limited to authorised teaching staff and the Principal
- Hard copy materials, where used, are stored in locked cabinets within secure staff areas
- All staff adhere to confidentiality requirements and VCAA assessment security guidelines

Delivery of SACs

SACs are administered under conditions that ensure equity and authenticity of student work:

- SACs are completed during scheduled class time under direct teacher supervision
- Where multiple classes exist, common assessment conditions and instructions are applied to ensure consistency
- Any variations to conditions (e.g. approved adjustments) are documented and implemented in accordance with school policy
- Teachers provide clear instructions regarding permitted materials and time allocations

Missed SACs and Completion Opportunities

Where a student is absent from a SAC:

- A valid reason must be provided, and supporting documentation (e.g. medical certificate) may be required in accordance with school policy
- The student must notify the school as soon as practicable
- An alternative opportunity to complete the assessment will be provided where appropriate
- Alternative tasks will assess the same outcomes and be of comparable scope and difficulty to the original task

Authentication and Academic Integrity

Students are required to ensure that all submitted work is their own and completed in accordance with VCAA authentication requirements.

Breaches of authentication may include, but are not limited to:

- Plagiarism or failure to acknowledge sources

- Copying the work of another student
- Receiving unauthorised assistance
- Submitting work that is not the student's own

To support authentication:

- Teachers may require students to submit drafts, plans, or evidence of the development process
- Teachers may conduct interviews or ask students to explain aspects of their work
- Progressive completion of tasks may be monitored in class

Extensions

- Requests for extensions must be submitted in writing prior to the due date, except in exceptional circumstances
- Supporting documentation may be required
- Extensions are granted at the discretion of the teacher, in consultation with the Principal.

Special Provisions

Special Provision is available for students whose ability to demonstrate achievement is adversely affected by illness, impairment, or personal circumstances.

- Applications must be made in writing and supported by appropriate documentation
- Decisions are made by the school in accordance with VCAA Special Provision guidelines
- Approved provisions may include adjustments to assessment conditions, without compromising the integrity of the assessment

Appeals Process

Students have the right to appeal assessment decisions in accordance with school policy and Victorian Curriculum and Assessment Authority guidelines.

- Appeals must be submitted in writing within **seven (7) calendar days** of the student receiving notification of the assessment decision
- The school will acknowledge receipt of the appeal within **two to three (2–3) calendar days**

- The appeal will be reviewed by the Principal (or nominee), with consideration given to all relevant evidence, including teacher documentation and student work
- The review process will be completed within **seven to ten (7–10) calendar days** of receipt of the appeal
- A written outcome, including reasons for the decision, will be provided within **fourteen (14) calendar days** of the appeal being lodged

Satisfactory Completion (S, N, J)

Student performance against each outcome is reported as:

- **S (Satisfactory):** The student has demonstrated achievement of the outcome
- **N (Not Satisfactory):** The student has not demonstrated achievement of the outcome or has provided insufficient evidence
- **J (Not Assessed):** No result is awarded due to non-submission, incomplete work, or a breach of assessment rules

Where an N result is recorded:

- The student will be provided with at least two further opportunities to demonstrate the outcome
- Additional or alternative tasks will be provided that align with the outcome requirements
- The highest level of achievement for the outcome may be recorded as 'S'; however, the original SAC score will not be altered

Breaches of Rules and Investigations

In the event of a suspected breach of assessment rules:

- The matter will be investigated in accordance with VCAA guidelines
- The Principal (or delegate) will act as the decision-maker
- The student will be informed in writing of the alleged breach and provided with the opportunity to respond
- Relevant evidence will be collected and considered
- Outcomes, including any penalties, will be communicated to the student in writing
- Records of the investigation and outcome will be maintained

Acknowledgement

Enrolment in VCE Dance indicates that students and parents/guardians have read, understood, and agree to the contents of this handbook. This includes all expectations relating to attendance, participation, behaviour, assessment requirements, and school policies outlined within the document.

Students and families acknowledge that ongoing participation in the program requires compliance with these expectations, and that it is the responsibility of the student to engage with and meet all requirements for satisfactory completion of the subject.

Where clarification is required, students and families are encouraged to seek further information from teaching staff to ensure full understanding of expectations and procedures.