

STUDENT GUIDE TO VCE & VCE VM POLICIES AND PROCEDURES 2024



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WELCOME

TO ALL LATER YEARS STUDENTS AND THEIR FAMILIES

Please read this booklet carefully as it contains important information from VCAA and information on the College's Policies and Procedures.

This College community accepts and promotes the idea that all students can learn and that improvement in learning requires that students and parents have as much information as possible about what students learn at school.

The responsibility for VCE and VCE VM delivery and assessment is located with teachers. The [VCAA](#) Administrative handbook, VCE Study Designs and VCE VM Curriculum Planning Guidelines will be the key documents to inform design and delivery in each study.

Teachers will be appropriately supported by the school community, and through continuous professional development opportunities. A key focus for all teachers is the improvement in the quality of the teaching and learning program. Teachers utilise an array of data including that provided by VCAA on previous years' results. It is through ongoing reflection and collaboration that we continue to improve the quality of delivery and assessment and in turn student outcomes.

The Head of Senior School, Year Level Coordinators and Learning Area Leaders are available at any time to assist and advise regarding delivery, assessment and learning within VCE and VCE VM.

Students (and parents) will be provided with a clear written Course Outline at the outset of classes for each unit. This outlines what is required to succeed in the study area and how all required outcomes can best be achieved. Throughout the semester, work and assessment requirements will be clearly defined through written outlines and via Learning Tasks on Compass.

Assessment practices define what is valued in the school curriculum and influence a student's motivation to learn. Student learning is fostered by assessment that is more than simply a mark or grade. Explicit feedback for future improvement will accompany any grade given for any piece of work. Students will be supported in developing an understanding of their strengths and their weaknesses. The focus will be on what the student is achieving and how they can improve.

There will be coherence between assessment procedures and teaching and learning. In each study there will be an inter-relationship between the objectives of the study, its content, teaching strategies and the assessment.

Assessment procedures will define and communicate educational expectations and ensure that these standards are maintained. These procedures are supported by a wide range of learning and teaching approaches and outcomes.

Learning Area Leaders will ensure that there is a clearly documented curriculum for all subject areas and that moderation processes are in place where more than one class operates for any VCE unit.

For VCE Units 3 & 4 the Assessments submitted by this school must be in accordance with VCAA guidelines so that they will be comparable on a state-wide basis as all school leavers compete for employment and entry into tertiary institutions and courses.

All teachers will maintain up to date and accurate records of their delivery in each unit and assessment of student work, including accurate records of the receipt of required work.

In the event of a query regarding any assessment a teacher will be required to present the relevant assessment records, including records indicating when or if required work has been received, and will need to justify the assessment.

VCE and VCE VM will be a most demanding time for you as students. The successful completion of the qualification you are undertaking requires a commitment in effort and time from you that is difficult to maintain.

Be assured that through good organisation and time management, you will succeed. Your teachers are here to help. The relationship that you will build with your teachers may be very different to what you were used to in the past.

Success is achievable and within your grasp. This is an exciting time for you, your family and the College.

Remember, we are here to help! We wish all the very best for the coming years.

Kate Leumont

Head of Senior School on behalf of the Senior School Coordination Team

THE LANGUAGE OF THE VCE

The language of the VCE may sound confusing at first. This glossary of commonly used VCE terms will help you until the language becomes more familiar and less worrying.

ASSESSMENT

Authentication – This refers to the process of satisfying the teacher that the work is the work of the student. Students sign a declaration stating that the work is their own, and they work under a teacher’s supervision and confer with their teacher at various stages of completion of the work. They acknowledge all sources and types of help they receive.

Minimum requirements for the award of the VCE

The minimum requirement is satisfactory completion of 16 units which must include:

- To satisfactorily complete the VCE, a student must have satisfactory results (S) from at least three units from the English group, including a Unit 3–4 sequence.
- At least three sequences of Units 3 and 4 studies other than English, which may include any number of English sequences once the English requirement has been met.

(Please note that VTAC advises that for the calculation of a student’s ATAR, satisfactory completion of both Units 3 and 4 of English/EAL is required.)

Outcome Tasks – All VCE units have a set of learning activities which students are required to complete. Students must satisfactorily complete the aims and purposes of all Outcome Tasks as described in the Study Design to satisfactorily complete a unit. An Outcome Task is a piece of work such as an essay, exercise, folio or a set of structured questions which must be satisfactorily completed to receive an “S” for the study.

School Assessed Coursework (SACs) are used by teachers to gauge a student’s level of performance in Units 1 -4. In Units 3 & 4 it is suggested, that teachers explain how moderation at the end of the year affects coursework scores. Percentage scores uploaded to Compass should be viewed as a guide to performance, not an Outcome ‘score’.

‘S’ OR ‘N’ And Satisfactory Completion – To satisfactorily complete a unit, students will need to achieve a range of outcomes. Teachers will assess the students’ overall performance on homework and SACs.

To report ‘J’ to VCAA means that

The student is no longer attending, but has not officially withdrawn from the study.

Unit 3 & 4 Assessment – Level of achievement will be determined by external examinations and school based assessment. These SACs are to be done predominantly in class or after school over a short period of time.

ASSESSMENT OF COURSEWORK

Schools are responsible for the initial assessment of coursework and in units 3 & 4 will forward an assessment of each student’s level of achievement on the set tasks to the VCAA. These grades may remain, increase or decrease depending on statistical moderation against examination and GAT results by VCAA. For this reason, percentage grade assessment should only be used as feedback on performance of task.

VCE ACRONYMS & TERMINOLOGY

EAL- This is an acronym for English as an Additional Language

LOTE – This is an acronym for Languages Other Than English

VCE VM – Victorian Certificate of Education Vocational Major

VET – Vocational Education and Training. These types of study combine academic and practical workplace experience. VET studies contribute to satisfactory completion of the VCE and may also be used in the calculation of the ATAR. Note: A maximum of two sequences of Units 3 & 4 (awarded a VCAA study score) of a VET program may be counted in the ‘primary four’. These VET studies may also be used as a fifth or sixth study in the calculation of the ATAR.

Moderation - Moderation is an external VCAA process of ensuring that the same assessment standards are applied to students from every school doing a particular study.

Prerequisite Studies – These studies are nominated by individual course authorities as studies which must be satisfactorily completed by all applicants seeking admission to that course.

Study – a VCE subject.

Semester – one half of the academic year (two terms).

Sequence – A sequence is a Unit 3 followed by Unit 4. Award of the VCE requires that a student successfully completes three Unit 3-4 sequences, in addition to Unit 3-4 “English”. Units 3-4 for all studies are taught as a sequence or as a year-long course.

Student Study Program – This is the total “package” of studies or the course undertaken.

Unit – Each of the VCE studies is divided into four units. One unit lasts one semester or half a year.

SCORE TERMINOLOGY

ATAR Australian Tertiary Admissions Rank – this is arrived at by VTAC using the students Study scores which are then adjusted by the scaling process.

GAT – All students undertaking one or more Unit 3-4 studies are required to sit the General Achievement Test (GAT). This examination is designed to ensure that schools across the state award levels of performance for SACs in the same way, that is, according to certain criteria for various grade levels. Students should do their best on the GAT.

Statistical Moderation in Units 3-4 The process used to ensure that assessments from each school are comparable. SAC scores from the College are adjusted to match the level and spread of the examination and GAT scores doing that study.

Study Score (Relative position) – This Unit 3-4 score is a measure of a student’s performance in that study, relative to all other students in that study.

Technical and Further Education (TAFE) – TAFE Colleges offer post-secondary courses which are vocationally oriented. For some TAFE courses students apply through VTAC and for others they apply through the particular TAFE College.

VCAA Victorian Curriculum and Assessment Authority oversees the implementation of the Victorian Certificate of Education.

Victorian Tertiary Admissions Centre (VTAC) – This is the organisation which administers tertiary institutions joint selection system. VTAC’s job includes: organising the application procedure, receiving and processing applications, forwarding the appropriate applications and accompanying information to the relevant tertiary institutions, making offers to prospective students on behalf of tertiary institutions, and publishing information which students will use in planning their VCE student program and later applying for courses

DATES AND DEADLINES

An important feature of VCE studies is the adherence to due dates for the completion of Outcome Tasks and School-Assessed Coursework (SAC). Students will be given the dates for all Outcomes Tasks and SACs by their class teachers as early as possible in the semester.

ENROLMENT REQUIREMENTS

Admittance into Year 12 Studies for the following year

Students’ cycle reports (in Year 11) in a number of studies will give a preliminary indication of where a student will not be recommended for the study in the following year. Aptitude and a level of achievement (grades achieved) will be considered.

Student Declaration

All students must sign an agreement to abide by the VCAA regulations. This declaration is incorporated in the Student Personal Details form. In addition, all students will be expected to abide by the rules and regulations of East Doncaster Secondary College.

Withdrawal from Subjects(s)

Students who wish to withdraw must do so by the dates set by the VCAA.

Unless a student withdraws by the appropriate date, the final result will be recorded as a ‘Not Satisfactory’ result and ‘NA’ for SACs.

No student will be withdrawn from a study without the consultation of;

1. Teachers of the Study from which they are withdrawing
2. Senior School Coordinators
3. Careers Coordinator
4. Principal Class Member

Finally, written permission from parents must be obtained.

ATTENDANCE

VCAA has directed schools to set the minimum class time and attendance rules. Where a student has submitted the required work but there has been a substantive breach of attendance rules, the school must assign N for one or more outcomes. The overall result for the unit will also be N.

It is essential that students meet the East Doncaster Secondary College attendance policy requirements as outlined by VCAA. The VCE involves frequent deadlines for work. Outcome Tasks and some School-Assessed Coursework (SACs) specify particular tasks are to be done at the College so that the student work can be authenticated and student skills can be assessed by their study teacher.

Students absent from SACs or Outcome Tasks must provide a valid medical certificate covering the period of absence. The SAC will then be completed in the next session. If this is inappropriate, the time may be negotiated between the student and teacher. This will be communicated to the parents.

Whilst involvement in sports/peer support and other College sponsored activities is encouraged, this needs to be balanced with class attendance.

1. VCE ATTENDANCE REQUIREMENTS

The attendance requirement for the VCE is 90%.

Attendance will be recorded by teachers in Compass. Subject teachers should report students who are at risk of missing more than 10% of their classes in a unit or for their overall attendance (a double period counts as two lessons) to the VCE Coordinators.

The following will be taken into consideration:

- Reason for absence eg. Medical (certificate must be supplied), school commitments such as sports involvement, absence without legitimate cause.
- The student's ability to authenticate work as their own
- Number of classes missed
- The student's commitment to complete outstanding work

The following sanctions will apply:

- 'N' result for the unit
- A student's enrolment at the College may be reviewed
- Disciplinary action for absence without legitimate reason
- Counselling

All absences from assessment tasks/SAC must have a medical certificate. Any other absences require a note of explanation or a medical certificate. Notes from parents must be supplied to the General Office.

Medical certificates must be handed in person to the General Office.

ATTENDANCE AND RECORD KEEPING

The student's attendance is closely monitored by Senior School. It is, therefore, extremely important that teachers of VCE studies keep accurate records of attendance to their classes.

INTERNATIONAL STUDENTS

All international students are expected to provide valid reasons and documentation for all absences from the College. Any absence (approved or not) that drops below 90% is communicated the families.

Protocols and processes:

1. Homestay parents must inform the ISC if they are absent either via email or SMS. Otherwise, these absences are not approved.
2. Any absence that is 2 days or more, must be covered with a medical certificate.
3. Students are required to bring in the necessary documentation when they return to school.
4. The ISC checks the International Student Attendance page on Compass weekly to identify and manage any absence of a student who has not followed the protocols. This page also allows the ISC to monitor attendance rates for all international students.
5. If a student has any unexplained absence, the ISC contacts both the homestay and the family overseas.
6. The ISC monitors all attendance updates that are emailed by the Attendance clerk.
7. Any anomaly with respect to punctuality or absence is immediately followed up by the ISC.

GUIDELINES AND RULES REGARDING PLAGIARISM / AUTHENTICATION

Students may encounter problems with authentication especially with those tasks which are not completed during class time. If there is a suggestion of a breach of authentication rules, a formal meeting will take place between the Head of Senior School, VCE Coordinator and the student/student family.

VICTORIAN CURRICULUM ASSESSMENT AUTHORITY RULES

1. Students must submit for assessment only work that is their own. All assistance received by the student in producing the work must be acknowledged and be obvious to the reader.
2. Students must acknowledge all resources used, including:
 - Text and source material
 - The name(s) and status of any person(s) who provided assistance and the type of assistance provided.
3. Students must not receive undue assistance from any other person in the preparation and submission of work.

Acceptable levels of assistance include:

- The incorporation of ideas or material derived from other sources (e.g. reading, viewing or note taking) but which has been transformed by the student and used in a new context
- Prompting and general advice from another person or source which leads to refinements and/or self-correction.

Unacceptable forms of assistance include:

- Use of, or copying of, another student's work. Students must ensure that all unacknowledged work submitted is genuinely their own,
 - Actual corrections or improvements made or dictated by another person.
4. Students must not submit the same piece of work for assessment more than once.
 5. Students who knowingly assist other students in a Breach of Rules may be penalised.
 6. Students must sign the ***Authentication Record for School-assessed Coursework*** at the time of submitting the completed task. This declaration states that all unacknowledged work is the student's own. Students must also sign a general declaration that they will observe the rules and instructions for the VCE, and accept disciplinary provisions.

Teachers may require students to submit classwork, complete tests, or undergo interview to prove authentication.

A breach of these rules will mean a student may receive an 'N' for the unit and an 'UG' for School-Assessed Coursework.

Plagiarism

The dictionary says – “to take and use another's work as one's own, the act of copying another's work and pretending it is one's own”.

➤ **Copying word for word**

From – any printed medium such as a book, magazine, newspaper, journal, another student's work or the electronic media – without acknowledging it through the use of footnotes.

➤ **Changing the words around**

Even though a student has not copied word for word, it can still be plagiarism if they use somebody else's general idea, concept, fact without acknowledging it, this form of plagiarism is a little more subtle, but it is nevertheless just as serious.

➤ **Getting somebody to help without acknowledging it, eg. another student or a tutor**

A tutor can

- point out problems or suggest areas that need improvement such as: expression, sequencing of ideas, grammar, vocabulary, clarification of meaning, elaboration of detail, use of terminology or vocabulary, a suggestion to explore the students response in relation to the assessment criteria/outcome task purpose.

A tutor cannot

- reword or actually rewrite sections
- Provide interpretation of data or concepts not already brought up in the School-Assessed Task or the Outcome Task.
- Dictate words, sentences or paragraphs

ASSESSMENT AND REPORTING

1. COLLEGE REPORTS

It is the aim of the College to be explicit and transparent with students and parents about what is assessed (through providing access to Learning Tasks), and increasing the regularity of feedback to students and parents with regards to the academic achievement of students as well as their attitude and effort towards their learning.

Through COMPASS, students and parents will be able to see the Learning Tasks set for students, whether they have been submitted, assessed and the feedback on performance. Additionally, there will be an overall report on student progress six times (five cycles for Year 12) throughout the year.

There will be four key components to each reporting cycle:

- 1) Academic achievement score for each subject undertaken
- 2) Attitude and Effort achievement for each subject undertaken
- 3) Student learning goal for each subject undertaken
- 4) Each report also indicates the College's goal for expected level of student achievement.

2. SATISFACTORY COMPLETION OF VCE UNITS

For satisfactory completion of a VCE unit, a student must demonstrate achievement of the set of outcomes for the unit as specified in the study design. The decision about satisfactory completion of outcomes is based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. Satisfactory performance on these tasks is sufficient evidence to award an 'S' for the unit. The decision to award an 'S' for the unit is distinct from the assessment of levels of achievement.

Satisfactory VCE unit result

The student receives **S** for a unit when the school determines that all outcomes are achieved satisfactorily.

A student must:

- produce work that demonstrates achievement of the outcome/s
- submit work on time
- submit work that is clearly his/her own
- observe the VCAA and school rules.

If a teacher judges that **all outcomes** are achieved, the student satisfactorily completes the unit.

Not Satisfactory VCE unit result

The student receives **N** for the unit when one or more of the outcomes are not achieved because:

- the work does not demonstrate achievement of the outcome/s
- the student has not submitted the work, they have failed to meet a school deadline for the assessment task, including where an extension of time has been granted for any reason, including Special Provision
- the work cannot be authenticated as the student's own
- there has been a substantial breach of rules including school attendance rules.

After consultation with the VCE coordinators, the College will submit a final assessment of S or N to VCAA at the completion of each unit. This will appear on the VCAA statement of results received by students.

Redeeming outcomes: submitting further work

If, in the judgment of the teacher, work submitted by a student for the assessment of an outcome does not meet the required standard for satisfactory completion, the teacher may take into consideration work previously submitted by the student provided it meets the requirements set out, or allow the student to submit further work. A teacher may permit a student to submit further work to meet satisfactory completion requirements of a unit. Students may **not submit further** tasks for the reconsideration of School-assessed Coursework scores awarded by the school.

Normally, students complete work for a unit during the semester in which the unit is undertaken. The school may decide to delay the decision about satisfactory completion to allow a student to complete or submit further work.

Lost, stolen or damaged work

The teacher or student who has lost work, or has had work stolen or damaged, must make a written statement of the circumstances. The statement must be signed and dated. Schools must keep a record of the loss or damage, but should not report them to the VCAA (except in the case of a School-assessed Task). The principal, acting on advice from the teacher, and on the basis of records kept, shall determine the unit result for the student.

Note: This does not apply to work lost or damaged due to computer misuse or malfunction.

To report 'S' to VCAA means that

- The student has demonstrated achievement of the set of outcomes specified for the unit.
- The teacher is able to attest that the work upon which the judgement is based is the students own work.

To report 'N' to VCAA means that

- The student has not demonstrated achievement of the outcomes specified for the unit.

To report 'J' to VCAA means that

- The student is no longer attending, but has not officially withdrawn from the Study.

ADDITIONAL DATA REQUIRED FROM VCE TEACHERS FOR VASS

Units 1 & 2 - S and N results

Units 3 & 4 - Indicative grades (estimate of student grade/rank based on learning outcomes prior to the final exams)

- S and N results

- Graded assessment scores.

We ask that teachers please refer to the Unit 1 and 2 S and N policy

VCE UNITS S/N POLICY AND PROCESS

For satisfactory completion of a VCE Unit, students must demonstrate their achievement of the set of outcomes for the unit as specified in the study design. The decision about satisfactory completion of outcomes is based on the teacher's assessment of the student's overall performance on assessment tasks. **The decision to award an S is distinctive from the assessment of levels of achievement, usually achieved via SACs in EDSC.** In unique situations where a student may be facing wellbeing issues, the YLC will be involved in discussions with the subject teacher.

We will decide on an S/N through the following process:

STEP 1: A student must demonstrate understanding of content and skills in class that can be validated by the teacher (essential for authentication).

- a. There should be some form of class activity that students engage in to show their understanding of key content and/or skills e.g. quiz , short response, a summary of the key concept. This does not always have to be marked by the teacher but the responses should be checked and authentication may be further sought if there are concerns. Oral verification may be sought with some students to check for understanding.
- b. Lessons should not all be focussed on just delivery of content.
- c. Students should complete all the demands of class work and if unable to do so, have consulted the teacher for assistance and support
- d. Teachers should monitor all class work so that they can authenticate the work and ensure that it has been completed by the student.

STEP 2: A student must attempt and/or complete all Learning Tasks for each cycle.

- a. Learning Tasks should be directly relevant to the outcome even if they are scaffolded tasks
- b. These should give the teacher a clear and explicit indication if the student is able to meet the outcome/part of the outcome
- c. The weighting of each task in the cycle should not inflate the overall mark for the student.
- d. All group tasks should have an individual component that will demonstrate each student 's understanding of the outcome/part of the outcome

STEP 3: The SAC itself should not be the only vehicle to determine S/N.

- a. It may be used as a confirmation of the result. For example, a student may be at-risk after steps 1 and 2, the SAC then becomes another opportunity for the student to demonstrate understanding.
- b. A student will be provided the opportunity to redeem if he/she meets the conditions stipulated in Step 4.

STEP 4: The student must earn the opportunity for a redemption of the outcome.

- a. The student must have completed all the work in class and learning tasks in order to sit a redemption.
- b. The subject teacher will provide evidence, via the checklist to decide with the Curriculum Coordinator and YLC if the student should be allowed to complete a redemption task.
- c. This should only take place after the teacher has explained the errors/addressed the gaps in knowledge
- d. A redemption task should not be an oral assessment task if there is no oral assessment for Units 3 and 4.
- e. The task may be the make up SAC that VCE teams will have for students who may have missed the SAC
- f. If the student still does not meet requirements of the outcome, it is an N.

INTERNATIONAL STUDENTS

The process is identical to the one outlined above for local students. However, there are additional steps that are followed for international students. These are listed below:

1. The ISC will be alerted via Chronicle Entry on Compass.
2. YLCs inform the ISC.
3. The at-risk form on Compass is emailed to the homestay parent and the family overseas.
4. ISC also contacts family overseas
5. IED is informed if student does not succeed in meeting task requirements even for the redemption task.
6. DHA is informed if the student does not meet visa conditions.

FREQUENTLY ASKED QUESTIONS:

Q: What happens with students who join a class late?

A: Adjust requirements as we do for all students who join us later. Check these adjustments with your team and/or domain leader.

Q: Do we still send home At Risk forms?

A: Yes. This is done via COMPASS "Student At Academic Risk" Chronicles and is crucial.

Q: Why should students complete extra revision work before resit?

A: To provide students with every opportunity to succeed. We want the best for all our students.

Q: Do we allow students with legitimate, medical conditions a resit if they have not completed class work and learning tasks?

A: Yes. Consultation will take place with Senior School.

Q: How do we authenticate homework?

A: Know your students. At the start of the year, this may be tough but as we start to collect work, the disparity in work completed at home and that done in school should emerge. Ask students to explain their responses/explain the process used to get the response.

Q: What if I am unsure because I don't know if work completed for steps 1 and 2 is adequate or not?

A: Give the student the chance for a redemption.

Q: Is there any variation for **non-scored students**?

A: Teachers should liaise with Senior School and the Curriculum Coordinator for advice. Steps 1-4 of the policy still apply but it is important to note:

- It is not essential that non-scored students complete work under timed conditions (they are not being prepared for an exam and their result does not impact the class ranking)
- If a SAC is completed to meet the Outcome and a non-scored student does not satisfactorily complete it, the teacher is to provide explicit feedback and further scaffolding to assist the student. The student can then complete the aspects of the SAC that were unsatisfactory. It is not necessary to give the student a completely new task.
- Non-scored students may be allowed to use notes to complete a task if the teacher feels this is appropriate.
- Non-scored students can be given the opportunity to verify their understanding of the course content verbally to assist their meeting an outcome.

OUTCOME TASKS AND SACs

SAC (School Assessed Coursework) is an assessment of each student's level of achievement based on a set task. **These tasks will vary according to the study design of each subject**

Task selection for OUTCOME TASKS and SACs

Teachers select from a range of tasks designated for assessment of unit outcomes. Where options are available, the assessment tasks are of comparable scope and demand.

(i) Time allowed for OUTCOME TASKS and SACs

The amount of time each Outcome task or SAC should take to complete is varied according to subject study design and task detail. In all cases students will be given prior notice of the time allowed to complete each task.

(ii) Student absence for OUTCOME TASKS and SACs

Any student who is absent for an Outcome task or SAC must submit a medical certificate. The student must complete the task in the next session OR negotiate with the subject teacher upon their return to school for an appropriate time to complete the task. If issues arise out of this negotiation Senior School Coordinators should be consulted to affect a resolution.

Protocols and Guidelines for SAC Completion

1. Most tasks are completed in class time
2. Teachers will be guided by the college protocols for completion. See below.

1. SAC/OUTCOME PROTOCOLS & GUIDELINES

The Protocols/Guidelines have been divided into three categories:

Before

- Students to receive a likely timeline of SACs at the start of the year in their Induction Packages for each subject and a more accurate completion date at the start of each Unit.
- Students to be given a **minimum** 2 weeks notification of SAC date and (where appropriate) are to be given a SAC outline sheet indicating length, materials and equipment needed, nature of task and criteria for assessment.
- After-school SACs are to be conducted only for Year 12 subjects and organised in the agreed format;
 - the SAC can only be undertaken after-school for subjects with multiple classes.
 - SAC dates must be submitted to the School Operations Team via the official SAC calendar four weeks before the due date for approval.
- It is the intention of the Senior School to limit student workload to **no more** than **two** SACs per day if and when possible. If two SACs already appear on the SAC calendar, the subject teacher **must** consult with the Senior School Coordinators before further tasks are added to the calendar.
- If a SAC date is subject to a late change (after the original date has been published) students must be given at least one week's notice of the revised completion date.

During

- Where appropriate for subject and task, SACs should operate strictly in uniform exam conditions – no communication between students, active supervision by teacher, students only using required materials and equipment, times listed on board.
- The subject teacher must be present for the whole of the task and be able to verify individual student work, including all redemption tasks.
- No mobile devices including earbuds & headphones allowed.
- Prior notice about use of dictionaries, calculators, books etc should be given to students
- Students must stay in class until the completion of the task (end of class).
- Any student breaking the agreed SAC rules for student conduct and verification will be referred to the Senior School Coordinators and will risk facing the automatic failure of SAC task.

After

- SAC grades and feedback should be delivered within two school weeks of task completion.
- Written SACs will be returned to the students as a key platform of the learning and feedback process.

Maximising performance in Internal Assessment Tasks

These practices relate to all Year levels but are especially relevant to VCE

Consistency of Practice

Discussion and agreement is reached between teachers of the same subject/learning domain on:

- (a) Structure of SAC/SAT
- (b) Conditions for students in undertaking SAC/SAT, e.g. test conditions, resource materials, time available, teacher help, number of preparatory drafts, access to questions before task
- (c) Assessment criteria, marking scheme, individual and shared marking, cross-marking to ensure consistency of interpretation
- (d) Feedback mechanisms and scope of feedback
- (e) Scheduling of the activity: when, where, how long
- (f) Conduct assessments that provide a ranking close to final examinations rankings maximises each students overall result

Student Preparation

After teachers have reached consensus on the above issues, to ensure fairness and the greatest chance for students to do well:

- Provide sufficient prior warning of the timing of the assessment
- Provide a clear written instruction about the pending assessment

Time is taken in class to ensure that students:

- Know what's expected of them - the type of task, how they'll be assessed, what they can take to the assessment session, how long they'll have to complete it.

Post assessment actions

- After marking the work, teachers give students specific feedback as well as the actual work to allow them to revisit the learning and to be better prepared for the examinations later. This may be done during class time, at other times or both.

- Teachers reflect with colleagues on what has been well understood or not and then agree on how best to revisit the material to ensure improved performance in the subsequent examinations

Teachers work collaboratively with colleagues, comparing performance across classes of the same subject to monitor student ranking (VCE only).

2. EXAMINATIONS/GENERAL ACHIEVEMENT TEST UNITS 3 & 4

Examinations will be held in October/November. Subjects with a performance or oral component will be assessed at other times during the year.

Unit 3 & 4 students will receive an individual Examination Timetable later in the year, which will inform them of their examination/GAT dates and venues.

In June, all Unit 3 & 4 students will be required to complete an externally set test of generalised achievement called the General Achievement Test (GAT).

The GAT covers English, Science/ Maths and Technology, Humanities and the Arts. The subject matter is of a general nature. Students are not required to study for the GAT, however students should familiarise themselves with its format. GAT results are used as part of the grading process and are particularly important in some cases of application for special provision. Students must abide by the VCAA rules for the conduct of examinations. These rules are contained in their examination 'Navigator' which will be available from the Senior School Office.

3. AUSTRALIAN TERTIARY ADMISSIONS RANK (ATAR)

VCE students will use an Australian Tertiary Admission Rank (**ATAR**) as a basis for entry to Australian universities and TAFE colleges. The ATAR will place students on a percentile ranking with 99.95 being the highest rank. This one rank will be used by all courses that choose to select applicants on the basis of VCE results.

How is the ATAR calculated?

The ATAR will take into account an applicant's study score in an English study and the applicants best three other study scores, and 10% of the applicants next two best study scores (if available). A comparison process will take place where scores are adjusted to reflect each studies degree of difficulty. This process is called scaling. VET scores can also be included in the calculation of the ATAR.

These scores will be used to place students in a percentile ranking, thus forming their ATAR. See the example below:

Calculating the ATAR aggregate

Primary Four:

| | |
|------------------|----|
| 1. English | 30 |
| 2. Further Maths | 36 |
| 3. Legal Studies | 34 |
| 4. Psychology | 34 |

ATAR Aggregate:

= 140.1

Increments:

| | |
|--------------|-----|
| Health & HD | 3.2 |
| Business Man | 2.9 |

ATAR =76.95

APPEALS IN VCE AND VCE VM

Students have the right to appeal decisions about:

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

The process for appeals is as follows:

- Student notifies the co-coordinator of intention to appeal
- A formal interview will be undertaken with a school based appeals panel
- Composition of the panels will be the principal or nominee, co-coordinator and relevant teachers. Students may request a support person to be present, e.g. parent/guardian/friend.
- All deliberations must be documented and outcomes must be conveyed to the student in writing.

PARENT NOTIFICATION

AT RISK OF NOT SATISFYING VCE REQUIREMENTS

1. Teachers complete this Compass Chronicle when:
 - An Outcome Task is not submitted by the due date
 - An Outcome Task is not satisfactorily completed
 - An Outcome Task is unable to be authenticated
 - A student was absent for more than 10% of classes for a particular area of study
2. After receiving this “At Risk” Chronicle, the student has a negotiated time to produce work of a satisfactory standard and submit it directly to their teacher within the agreed timeframe. This may convert the ‘N’ to an ‘S’, but the original grade for the task will remain.
3. If the Outcome remains unsatisfactory or is unable to be authenticated then the original ‘N’ will stand. A “notification of N letter” should then be sent home via the Senior School office.

NB. Teachers should inform the Level Coordinator and Head of Senior School if the Outcome has not been successfully achieved and the notification of N is to be delivered.

EXTENSION OF TIME TO COMPLETE AN OUTCOME TASK OR SAC

1. The student should collect an extension form which can be obtained from the Senior School or their teacher.
2. The student completes the form and asks the classroom teacher to grant the extension for an agreed time. **The teacher is not compelled to grant the extension.** A suitable reason must be provided.
3. The form is to be attached to the submitted work.
4. If the teacher decides NOT to grant the extension, the student is then required to submit the work by the original due date.

SPECIAL PROVISION AND SPECIAL ENTRY ACCESS SCHEMES (SEAS)

Introduction

The following is a broad and general summary of VCAA rules and the procedures that will be followed at this school in determining Special Provision and SEAS.

What is Special Provision?

Special Provision provides all students with the maximum opportunity to participate in and complete their secondary studies. Implicit in the provisions is that students who are enrolled in VCE studies do so with the reasonable expectation of being able to achieve the outcomes of the study design, and to demonstrate their achievement fairly in both the school based assessment and the external examinations.

Students who are eligible for Special Provision are not exempt from meeting the requirements for Satisfactorily Completion of the VCE, or from being assessed against the outcomes for a study.

Forms of Special Provision

STUDENT PROGRAMS: the school and/or individual teachers will make provision in some circumstances in order to enable a student to complete a VCE course.

SCHOOL-BASED ASSESSMENT: schools may apply special arrangements for school-based assessments and vary the school assessment program to accommodate student circumstances.

SPECIAL EXAMINATION ARRANGEMENTS: schools may apply to the VCAA for Special Examination Arrangements for individual students.

DERIVED EXAMINATION SCORE: the DES is calculated by the VCAA to ensure that a student's final examination result reflects as accurately as possible the level of achievement that would be expected for that student to achieve.

Who is eligible to apply for Special Provision?

Eligibility

A student is eligible for Special Provision if he or she is considered to have been:

Department of Education CRICOS Provider Code: 00861K

- Affected/prevented to a significant degree by illness or by any factors relating to personal environment or other serious cause during the period in which SACs or Outcome Tasks have been undertaken

Or

- Disadvantaged by any physical disability or other impairment

Students who wish to apply for Special Provision for Exams **must** complete a Special Examination Arrangements form available from Year 12 Coordinators.

A student is eligible for a DES if immediately before or during an examination period if he or she can demonstrate that the onset of an illness or the experience of an accident or personal trauma has affected his or her performance in the examination or ability to attend the examination. A medical certificate is required in these circumstances. A Derived Examination Score form, available from the Year 12 Coordinator, must be completed within 7 days of the exam/s affected.

- **Absence from school or study for prolonged periods is not in itself grounds for Special Provision.**
- **Teacher absence and other teacher-related difficulties are not acceptable grounds for Special Provision.**
- **A student who misreads an examination timetable or an examination paper will not be eligible to apply on these grounds for Special Provision.**

SPECIAL PROVISION FOR EXAMINATION

Special Provision does not allow students to miss an exam. Special arrangements may include being given more time to complete the examination, a rest break or a use of a scribe.

'AT RISK' STUDENTS

If a classroom teacher believes that a student is at risk of not successfully completing their VCE units the student should be referred to the relevant Level Coordinator. If there are welfare concerns related to the student, they should be referred to the student wellbeing coordinator.

FREQUENTLY ASKED QUESTIONS

1. What is an Outcome task?

Answer: It is a piece of work that demonstrates what a student knows and is able to do in order to satisfactorily complete a unit and therefore receive an S for that unit.

2. What is a SAC task?

Answer: It is an assessment task that is graded from A to E or UG

3. The student is unable to submit an Outcome task by the due date set by the teacher. What should the student do?

Answer: The student must apply for an extension. He/she will need to get a form from the relevant teacher.

4. What should the student do if he/she is away ill on the day that the Outcome task is set for completion during class time?

Answer: The student will need a medical certificate, and provide it to the front office before the next possible class.

5. When should a student apply for an extension?

Answer: The student must apply **before the due date**. If a student misses a deadline without applying for an extension, it is highly likely that they will receive an 'N' for the Outcome task.

6. What does a student do if they are away on the day a SAC is due or is set for completion in class?

Answer: See the relevant Year level Coordinator immediately on their return to school. From here, the student will be required to complete the task in the next lesson or during a time that is negotiated between student and teacher. A medical certificate will need to be provided.

7. What happens if all of the student's work is on computer and there is a computer malfunction?

Answer: The student's teacher should sight all work that is done on computer. Back up files and/or hard copies should be kept by the student of any work completed at relevant stages of the development of the task. **Computer malfunction is not accepted as grounds for an appeal against a school decision about Outcome tasks or School-Assessed Coursework.**

8. What else can a student do if he/she applies for an extension and is concerned about a piece of work?

Answer: If a student hasn't quite finished an Outcome task or if they think it isn't satisfactory, they should still hand it in on the due date if it is not being completed in class time. The student may be eligible for redemption. Work completed in class time may be redeemed if it is not satisfactory.

9. The student has received an 'N' for an Outcome task, what should he/she do?

Answer: If the student submitted an Outcome task on time but it was not satisfactory – then they may be given the opportunity to redeem it, i.e. to change an 'N' to an 'S'. Note – there are some tasks that are assessed on an ongoing basis. These Outcomes emphasise the process by which the work is completed. These, therefore, cannot be redeemed.

10. What exactly does the student have to do to apply for redemption?

Department of Education CRICOS Provider Code: 00861K

Answer: The student must negotiate with the relevant classroom teacher to complete equivalent work under supervised conditions if it was done in class time. Redemption is not automatic. Refer to the S/N Policy.

11. What is the difference between an extension and redemption?

Answer: An extension means that a student has received permission to hand in a piece of work late. A redemption is when the student has handed in the completed work on time, but has received an 'N' for the Outcome task.

12. What if the student still receives an 'N' after having been granted a redemption task?

Answer: The student will receive an 'N' for the unit. Students must therefore ensure they follow the teacher's guidance very carefully.