

NAME :

CLASS :



Geelong
Lutheran
College

BY GRACE ALONE

Senior Pathways Policy and Procedures
Updated 2015

PLEASE RETAIN THIS DOCUMENT
UNTIL COMPLETION OF YOUR SENIOR PATHWAY



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It is absolutely essential that students and parents familiarise themselves with all policies in this document before students start their senior pathway. Students are asked to consult with the Senior School Coordinator if they do not understand any of the policies.



FROM THE SENIOR SCHOOL COORDINATOR

This is the culmination of your many years of education and you are on the home straight! Some of you have a clear direction of the career path you wish to follow, whilst others of you are still deciding. Regardless of which category you fall into, these next two years provide you with the opportunity to choose subjects that are reflective of your areas of interest and we trust this encourages you as you commit yourselves to your studies.

These next two years present a challenge to you as you endeavour to balance your all-important social life with the commitment to study that is required to help you achieve your potential. We pray that you will approach this positively and we look forward to helping you develop effective study techniques and time-management skills to assist you.

Please take the time to carefully read the information contained within this document. Adherence to these procedures is of the utmost importance. We want the very best for our students and do not want to see any one of them unnecessarily penalised because they have not followed the correct procedures. Please contact me if you have questions.

As well as being in your final years of schooling, you have the privilege of being our school leaders and that in itself presents you with a unique opportunity to have an input into the lives of other students at GLC. We encourage you to embrace these opportunities and benefit from the many life skills that are developed as you involve yourself in leadership roles.

As a staff, we are excited about the coming year and look forward to working with you and being a part of these important final years of your schooling. Our ultimate goal is for you to develop a wonderful confidence in the unique set of abilities that God has given to you in order for you to be well-prepared for your life's journey.

Enjoy the ride!!

A handwritten signature in cursive script, reading 'S Tattersall'.

Mrs Sharlene Tattersall
Senior School Coordinator



SENIOR PATHWAYS POLICY AND PROCEDURES

Students undertaking a senior pathway at Geelong Lutheran College must observe Victorian Curriculum and Assessment Authority rules (Section 4.2) and those of Geelong Lutheran College, together with the rules of any other partner school/training organisation.

ENROLMENT AND ATTENDANCE

1 ENROLMENT IN SENIOR SCHOOL PATHWAYS

1.1 Typical enrolment patterns

- 1.1.1 Geelong Lutheran College offers the VCE and VCAL as primary senior school pathways with the ability to undertake VET and school-based apprenticeships within either pathway.
- 1.1.2 Typically, VCE students at Geelong Lutheran College will complete 22-24 VCE units (12 units in Year 11 and 10 units in Year 12, with some students undertaking 2 units in Year 10).
- 1.1.3 Typically, VCAL students at Geelong Lutheran College will complete 11 credits at either one or both of the intermediate or senior levels when they are in either Year 11 or Year 12.
- 1.1.4 All students will study the LEA Christian Studies course if they do not do not enrol in a VCE or VET equivalent (e.g. Texts and Traditions, Certificate III in Christian Ministry and Theology).

1.2 Acceleration of VCE studies

- 1.2.1 Acceleration options are available at Year 10 in the form of one VCE subject (a Unit 1 & 2) or one VET course. Subjects offered for acceleration are based on a number of factors including timetabling and appropriateness for acceleration.
- 1.2.2 Students apply for acceleration according to the following criteria. These options are open to students who meet the criteria for acceleration:
 - i. A demonstrated ability to manage a workload efficiently.
 - ii. A consistently HIGH level of effort and commitment to studies in class and through homework
 - iii. A positive approach demonstrated in all studies
 - iv. Evidence of talent or ability in the area selected eg academic results
 - v. Availability of a place within the selected program or course
- 1.2.3 A meeting between parents, student and Senior School Coordinator may be required as part of the process in determining a student's suitability for acceleration.
- 1.2.4 Student progress in the accelerated program will be monitored closely to ensure students are meeting the requirements of the subject. If student attendance, late submission of assessment tasks, lack of focus or failure to complete work to a passing standard is of concern students may be required to withdraw from the accelerated program and return to Year 10 academic subjects.

1.3 Changes to VCE unit enrolments

- 1.3.1 A student who wishes to change a VCE unit once the semester has begun must initially discuss the proposed change with the subject teacher of the course they are changing from and the careers counsellor.
- 1.3.2 Any final decision to change will require written parent permission and the endorsement of the Senior School Coordinator and is subject to the availability of a place in the requested unit.
- 1.3.3 Normally, changes to unit enrolments will only be considered during the first three weeks of a semester.
- 1.3.4 Students will bear the costs associated with any late changes to VCE unit enrolment

1.4 Promotion to Year 11 within the VCE Pathway

- 1.4.1 Prior to subject selection, there will be an extensive course counselling process to assist students in determining a pathway that is representative of their needs, interests and demonstrated academic aptitude. In part, this will be determined by their previous achievements and commitment to their studies.
- 1.4.2 Promotion from Year 10 to Year 11 will depend in part on grades for assessed work and in part on the satisfactory completion of Year 10 and VCE units.
- 1.4.3 Promotion to Year 11 VCE requires students to have obtained an 'S' (satisfactory) result for 14 of the 16 semester units undertaken in their Year 10 program; this must include a satisfactory result in Semester 1 and Semester 2 of English and in their VCE subject (if undertaken). This subject is based on a pass mark of above 40%. Subjects in the Year 10



program are English, Maths, Humanities, Science, Christian Studies, Physical Education, Elective 1, Elective 2. Each subject consists of 2 semester units.

- 1.4.4 Students who do not meet the criteria listed in Section 1.4.3 will be required to attend an interview with the Senior School Coordinator and their parents regarding their capabilities, intentions and career pathway to ascertain their suitability for a VCE pathway. The outcome of this interview will be one of the following: That the student (i) is not permitted to embark on a Year 11 VCE program at GLC (ii) is not recommended to undertake a Year 11 VCE program but can proceed with the student on academic probation for the first unit, or (iii) progression is permitted.

1.5 Promotion to Year 12 within the VCE Pathway

- 1.5.1 Promotion from Year 11 to Year 12 will depend in part on grades for assessed work and in part on the satisfactory completion of VCE units in Year 11.
- 1.5.2 Students will be promoted automatically to Year 12 if they have obtained an ‘S’ (satisfactory) result for at least 10 units by the end of Year 11; this must include a satisfactory results in Unit 1 and Unit 2 from the English group. Students will be automatically promoted to a subject if they achieve a minimum grade of Medium for their final exam and a grade average of Medium for coursework.
- 1.5.3 Students who do not meet the criteria listed in Section 1.5.2 will be required to attend an interview with their parents and the Senior School Coordinator regarding their capabilities, intentions and career pathway.

1.5 Entry into the VCAL Pathway

- 1.5.1 There are no formal entry requirements for students undertaking a VCAL pathway.
- 1.5.2 Students aspiring toward a VCAL pathway must apply to enter a VCAL pathway and be interviewed to ascertain their needs, interests, skills and personal attributes (eg maturity, sense of responsibility, work readiness) to be enrolled at the level that matches their individual needs and abilities.
- 1.5.3 Individual learning programs will be devised for each VCAL student suited to their strengths, interests, learning styles and post-school aspirations.
- 1.5.4 Students are able to gain more than one VCAL qualification in their post-compulsory program at GLC depending on their abilities and learning goals.

2 ENROLMENT WITH NON-GLC PROVIDERS

2.1 Enrolment in Distance Education and Victorian School of Languages subjects

- 2.1.1 Geelong Lutheran College will offer a range of VCE and VCAL units to meet the needs of students within its staffing and resource constraints. However, some VCE units may not attract sufficient students for the school to run the class. In such cases, students may be offered the choice between choosing an alternative subject or enrolling in the subject by Distance Education Centre Victoria (DECV) / The Victorian School of Languages (VSL).
- 2.1.2 Students enrolling in DECV or VSL subjects must have demonstrated high levels of initiative and responsibility, independent learning skills and highly developed organisational skills.
- 2.1.3 Students are advised to take only one subject by Distance Education or the Victorian School of Languages unless there are exceptional circumstances. In any case, enrolment in DECV or VSL subjects requires approval of the Senior School Coordinator after consultation with parents.
- 2.1.4 A GLC teacher, generally with knowledge or expertise in the area of study, will be allocated as the ‘Home School Supervisor’ This teacher will have oversight of the progress of DECV and VSL students.
- 2.1.5 The service fee and materials cost of DECV and VSL courses will be met by Geelong Lutheran College. Tutorial assistance may be provided up to the equivalent of 1 lesson per fortnight for students choosing DECV or VSL subjects that are offered in the Senior Pathway Handbook but do not attract sufficient numbers to form a class, **providing that no similar subject appears on the final subject grid**. Alternatively, students will be placed in a class where the equivalent Year 11 or 12 course is being conducted, in which case they can receive assistance from the teacher as required.
- 2.1.6 Geelong Lutheran College will continue to support Distance Education students while they maintain a record of ‘satisfactory’ completion for their Distance Education units. This includes weekly submission of work.

2.2 Enrolment in off-campus VET studies

- 2.2.1 A list of VET courses available to Year 10-12 GLC students is provided annually in the Senior Pathways student handbook.
- 2.2.2 The College will contribute 50% of the course fees to towards payment of the course and provide transport to the venue or to a bus stop where a local bus can be hailed. Ancillary, stationery, uniform, text book and local bus costs are to be paid for by the student.
- 2.2.3 Contribution of the abovementioned fees is contingent upon student attendance and satisfactory completion of course requirements.



- 2.2.4 Students who enrol in off-campus VET studies must complete the application process. Following acceptance into a course, a *VET Parent Agreement* provided by the Senior School Coordinator will need to be signed to acknowledge parent permission and understanding of requirements for the 50% College contribution of course costs.

2.3 Restrictions on off-campus studies

- 2.3.1 No student will be permitted to study any more than the equivalent of two units of off-campus studies at any one time. This figure includes any units studied through DECV and the VSL.
- 2.3.2 Enrolments in off-campus studies are organised through the Senior School Coordinator and enrolment will only proceed if satisfactory arrangements can be made with the other provider regarding
- Program quality (Provision of a suitable program of study by an appropriately qualified person who meets working with children requirements).
 - Each provider's relative responsibilities regarding duty of care (including transportation of students, recording attendance, supervision at the venue, excursions and outings, behavioural management of students, exchanging information regarding students' personal details such as medical information and emergency contacts)
 - Costs of the program and payment
 - Protocols for communication
 - Insurances to cover injury to students or their property, and insurances to cover damage caused by students of Geelong Lutheran College
 - Exchange of information to enable the efficient and correct entry of student data into VASS
 - A dispute mechanism

3. ATTENDANCE POLICY

3.1 Class attendance

- 3.1.1 VCE and VCAL students are expected to attend all of their scheduled classes, homeroom meetings, chapels, assemblies, excursions, sport, devotions and official school functions, including swimming, cross country and athletics carnivals.
- 3.1.2 Attendance at classes ensures that teaching and learning opportunities can be maximised and provides opportunities for student work to be authenticated by teachers.
- 3.1.3 Students may apply for an approved absence for the following reasons, for which penalties are not applied
- Illness or professional appointments (e.g., doctors, counsellors, dentists, etc)
 - Bereavement of a close friend or relative
 - Significant hardship or misadventure
- 3.1.4 For school related activities, students are automatically 'approved' for their absence. Notification is provided to the class teacher internally.

3.2 Notification and verification of absences

- 3.2.1 If a student is absent for the day for any reason, parents should inform the College office by telephone or e-mail on the morning of the absence for both 'approved' and 'unapproved' absences.
- 3.2.2 Regardless of the age of students, the Victorian Curriculum Assessment Authority requires compliance with College absence policies.
- 3.2.3 If the absence falls under the conditions outlined in the 'Approved Absence' section, a medical certificate or an 'Application for Approved Absence' form should be lodged with the Senior School Coordinator following the guidelines described in Section 3.3.

3.3 Applying for an approved absence

- 3.3.1 If the absence falls into the categories in 3.1.3, students must request to have an absence approved by providing a medical certificate or completing an 'Application for an Approved Absence' form (See Appendix Two).
- 3.3.2 This medical certificate or 'Application for an Approved Absence' should be submitted within 2 days of returning to school.
- 3.3.3 Forms should be completed in advance if an absence is known about prior to the event, e.g. an appointment, to assist teachers in their planning.
- 3.3.4 The application form is provided as an appendix to this handbook. They can also be downloaded from the Student Portal.
- 3.3.5 The student must complete and lodge the form with the required documentation. If this documentation is not provided then a student's absence will not be approved.



- 3.3.6 Documentation may take the forms of
- A medical certificate – which should indicate the length of incapacity due to illness.
 - Other documentation, e.g. a confidential teacher report, psychologist report/letter, parent or guardian's letter, statements or other documentary evidence from independent persons regarding misadventure, etc
- 3.3.7 On the basis of documentation, the Senior School Coordinator will determine whether or not an absence is approved.
- 3.3.8 Once the absence has been approved, the Senior School Coordinator will record this on the central administration attendance record and indicate to the student that approval has been granted
- 3.3.9 If a student continues to suffer on-going effects from an illness and where obtaining a medical certificate for each occasion could prove very costly, the student should apply to the Senior School Coordinator for an extended approved absence. (Documentation of illness will generally be required.)
- 3.3.10 Persistent lateness to class has a cumulative effect on students' learning and subject teachers have the discretion to count the cumulative effect of persistent lateness as absences if the time is not made up by the student.
- 3.3.11 Students are responsible for catching up on work they miss during their absences.

3.4 Unapproved absences

- 3.4.1 Students are required to attend 90% of their lessons per subject per unit. These are absences that fall into any category not mentioned above. These include but are not restricted to:
- Family holidays within the school term
 - Staying home to catch up on work
 - Attending or preparing for a social event
 - Lateness to school or class
 - Parental needs
 - Driving lessons or driver's licence test
 - Attending part time employment

3.5 Procedures and consequences for unapproved absences

- 3.5.1 Attendance is recorded on the central database for each class.
- 3.5.2 As a student nears the minimum attendance record for a subject, the teacher will notify the parents that the student is risking an 'N' (Not satisfactory) for the subject and that further absences will require a medical certificate or application for approved absence. This same letter may request a meeting between the parent, student and coordinator.
- 3.5.3 A request for a meeting will be provided following a subsequent absence.
- 3.5.4 Once attendance drops below the required 90% , parents will be notified that an 'N' has been recorded for an outcome in the unit being undertaken in that subject. **This 'N' cannot be redeemed through make up time.** Attaining an 'N' in an outcome means that the student fails the unit. See Section 5

SATISFACTORY COMPLETION OF THE VCE AND THE VCAL

4 MINIMUM REQUIREMENTS FOR SATISFACTORY COMPLETION OF THE VCE

4.1 VCE units

- 4.1.1 The minimum requirement for the award of the VCE is satisfactory completion of 16 units, which includes three units from the English group *and* three sequences of Units 3 and 4 studies other than English. VCE VET Unit 3 and 4 sequences may be included.
- 4.1.2 If a student does not successfully complete Unit 1 or 2 of English, their future studies of Unit 3 and 4 will be discussed with the Senior School Coordinator and Year 12 English teacher to assist their progress.
- 4.1.3 Due to the segmented nature of the English study, College policy requires students to complete Unit 3 & 4 as a sequence in the same calendar year.
- 4.1.4 Students may demonstrate achievement of the study outcomes in Units 3 and 4, but not submit coursework assessment tasks or sit the examinations and still be eligible for award of the VCE. These students cannot have a Study Score nor an ATAR calculated for them. This option must be discussed with the Senior School Coordinator.
- 4.1.5 If a student has not attained an S for Unit 3 & 4 in a particular subject, they will not sit the VCAA examinations for that subject.

4.2 The VCAA English requirement for the VCE

- 4.2.1 Students must complete three units from the English group drawn from English Units 1 to 4 or Literature Units 1 to 4.



4.3 VCE English and the ATAR Score

4.3.1 Students seeking an ATAR score must complete an appropriate English pathway and combination of subjects, which requires satisfactory completion of both Units 3 and 4 of an English study.

4.4 Inclusion of VCE VET

4.4.1 All VET programs have full VCE study status, within the Unit 1 to 4 structure.

4.4.2 Some VCE VET Unit 3 and 4 sequences include scored assessments from which a Study Score will be calculated

4.4.3 Unit 3 and 4 VCE VET sequences which do not have Study Scores may be used for fifth and/or sixth study increments for the ATAR at 10 per cent of the average of the primary four scaled scores.

5 SATISFACTORY COMPLETION OF VCE UNITS

5.1 Satisfactory completion of a VCE unit

5.1.1 For satisfactory completion of a unit, a student must demonstrate achievement of the full set of outcomes for the unit as specified in the study design. This decision will be based on the teacher's professional judgement of the student's performance on assessment tasks. This decision is different from decisions about a student's level of performance.

5.2 Satisfactory completion of VCE unit outcomes

5.2.1 To achieve an outcome the student must:

- Submit all required class work; this includes tasks other than formal assessment tasks;
- Produce work that meets the required standard;
- Submit work on time;
- Submit work that is clearly their own;
- Observe Victorian Curriculum and Assessment Authority and school rules.

If a teacher judges that all outcomes are achieved, the student will receive an **S** (Satisfactory) for the unit.

5.2.2 A student will not achieve an outcome if:

- A complete set of class tasks has not been submitted;
- The work is not of the required standard;
- The student has 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;
- There has been a substantial breach of rules including school attendance rules.

5.2.3 If one or more of the outcomes are not achieved, the student receives an **N** (Not Satisfactory) for the unit. However, students will be permitted to submit further work to redeem Unit Outcomes (See Section 5.3).

5.2.4 Most assessment of unit outcomes will be completed in class time. However, all students will be required to complete additional work and study outside of class time to develop the ability to meet unit outcomes.

5.2.5 When a student is absent from school for prolonged periods, or has been unable to complete all assessment tasks because of illness or other special circumstances, the school may grant Special Provision (See Section 19).

5.3 Redeeming unit outcomes

5.3.1 If students have not met the unit outcomes following submission of all required coursework, they may resubmit work or submit further work in order to achieve a satisfactory result for a unit outcome.

5.3.2 Work submitted for the purpose of redeeming unit outcomes will not be graded.

5.3.4 Students will not normally be allowed to resubmit an individual task more than once.

5.3.5 Redeeming folio outcomes: These ongoing tasks with regular review dates give maximum opportunity for modification of work in the development process. Students may risk receiving an 'N' for the unit if they do not submit 'S' work ahead of the deadline as no redemption time is available for folio based work due to strict timelines.

5.3.6 It is College policy that parents will be informed by the relevant teacher in conjunction with the Senior School Coordinator if their child is considered at risk of not meeting an outcome.



5.4 Unit completion reporting

5.4.1 There are three symbols for reporting completion of units:

- | | | |
|----------|--------------------------------|--|
| S | Satisfactory result | The student receives an S for a unit, when the school certifies that all outcomes are achieved satisfactorily (See Section 5.2.1) |
| N | Not Satisfactory result | The student receives an N for the unit when one or more of the outcomes are not achieved (See Section 5.2.2) |
| J | J result | A student receives a J if they are no longer attending the unit but have not officially withdrawn by signing a withdrawal form. A J result is not reported on the students' Statement of Results, but it is made available to VTAC, which treats it as an N . |

6 SATISFACTORY COMPLETION OF VCE VET

6.1 Satisfactory completion

- 6.1.1 In order to satisfactorily complete the VET program and be eligible for a Study Score, students must demonstrate competence in all units of competence or modules that make up selected Units 3 and 4 programs of the Assessment Plan.
- 6.1.2 A student who is not assessed competent in all units of competence or modules that make up the Assessment Plan will receive an 'N' for the module/s for which they have not yet demonstrated achievement of the learning outcomes and they will not receive a Study Score.

7 MINIMUM REQUIREMENTS FOR SATISFACTORY COMPLETION OF THE VCAL

7.1 VCAL Learning Program Completion

- 7.1.1 To be awarded the VCAL, students must successfully complete a learning program containing a minimum of ten credits.
- 7.1.2 The program must include
- Curriculum components (at least one credit) which can be justified against the purpose statement for each of the four VCAL curriculum strands
 - VCAL units (at least 2 credits)
 - numeracy (one credit)
 - curriculum components to the level of the VCAL award (six credits of which one must be for literacy and one for a VCAL Personal Development Skills unit)
 - VET curriculum components in the Industry Specific Skills Strand (at least one credit) for Intermediate VCAL and Senior VCAL. This is not required for the Foundation level.
- 7.1.3 The satisfactory completion of curriculum components within a VCAL learning will be judged according to the assessment processes for the curriculum (ie VCE, VCAL or VET) from which the components are drawn.

8 SATISFACTORY COMPLETION OF INDIVIDUAL VCAL UNITS

8.1 VCAL Unit Results

- 8.1.1 Students will receive a 'satisfactorily completed' (S) or 'not yet complete' (N) result for each unit based on the teacher's judgement whether the student has demonstrated achievement of the learning outcomes.
- 8.1.2 Students will be observed demonstrating competence with regard to learning outcomes on more than one occasion, and whenever possible, in a range of contexts using a variety of assessment methods and task types.
- 8.1.3 A student will receive an 'S' (satisfactory achievement) for a unit in the Work Related Skills, Personal Development Skills, Skills for Further Study – Senior and some Literacy Skills units when they have demonstrated achievement in **all** learning outcomes for the unit **except** for the VCAL Senior Literacy Skills, Reading and Writing unit where students need to achieve seven (7) out of the eight (8) learning outcomes to receive an 'S'.
A student will receive an 'S' (satisfactory achievement) for a unit in the Numeracy Skills units when they have achieved five (5) out of six (6) learning outcomes for the Foundation and Intermediate levels and six (6) out of the seven (7) learning outcomes for the Senior level in order to receive an 'S'.



ASSESSMENT PRINCIPLES FOR SCHOOL BASED ASSESSMENT

9 AUTHENTICITY - VICTORIAN CURRICULUM AND ASSESSMENT AUTHORITY RULES

9.1 Declarations

- 9.1.1** Students must sign a general declaration at the start of each year that they will observe the rules and instructions relating to the VCE/VCAL assessment program and accept its disciplinary provisions on the *VCAA Student Personal Details* form.
- 9.1.2** Students must sign an authentication record for work done outside of class time at the time of submitting completed tasks. This declaration states that all unacknowledged work is the student's own work.
- 9.1.3** For English specifically, student work will not be authenticated unless it has been sighted at least once in class by the English teacher prior to final submission.

9.2 VCAA rules

- 9.2.1** The Victorian Curriculum and Assessment Authority require:
1. Students must ensure that all unacknowledged work submitted for assessment is genuinely their own.
 2. Students must acknowledge all resources used, including text, websites 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 (eg by 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 person's work or other resources without acknowledgment; corrections or improvements made or dictated by another person.
 4. Students must not submit the same piece of work for assessment in more than one study.
 5. A student must not knowingly assist other students in a breach of rules.

10 VALIDITY AND RELIABILITY OF VCE SCHOOL ASSESSMENTS

10.1 Assessment programs

- 10.1.1** Assessment programs must be devised in accordance with the study design.
- 10.1.2** Assessment programs should contain a balance of formative and summative assessments and the records retained for the formative assessments.
- 10.1.3** A variety of assessment tasks and conditions need to be considered.

10.2 Construction of school-based assessments

- 10.2.1** Students must not be able to gain an unfair advantage due to the similarity of assessments. Therefore,
- Assessment topics should be rotated from year-to-year to ensure that students are unable to use students' work from previous years.
 - Assessments are to be retained if they are to be used in following years.
 - A range of topics should be provided so that the work of individual students can be distinguished.
- 10.2.2** Internally set examinations at the end of Units 1 and Units 2 will model the layout and conditions of the Unit 4 examinations.

10.3 Assessment of small groups

- 10.3.1** Partnerships will be formed with other schools if a Unit 3 or Unit 4 study contains fewer than five enrolments, or is likely to fall below this number during the course of the year.

10.4 Assessments for multiple classes

- 10.4.1** Teachers will set the same assessments for multiple classes and ensure that these assessments are scheduled at the same time.
- 10.4.2** Teachers will adopt procedures to cross-mark each other's work to ensure reliable application of the assessment criteria.



11 VCAL SCHOOL BASED ASSESSMENT PRINCIPLES

11.1 VCAL Assessment Programs

11.1.1 Assessment processes in VCAL must reflect the contextual and learner-centred nature of the VCAL learning program as well as address matters of validity and reliability.

11.1.2 VCAL assessments must

- take an integrated or project approach to the development of assessment tasks, recognising learning that has occurred in the context of work and community settings.
- be linked to authentic tasks and activities.
- provide more than one opportunity to demonstrate achievement of a learning outcome, and then in different contexts.
- provide for the successful completion of learning outcomes through either the one integrated assessment task or spread over a number of different tasks.
- provide flexibility in the range of methodologies so that assessments cater to the needs of individual students and do not disadvantage any student.

SPECIFIC PROCESSES FOR SCHOOL-BASED ASSESSMENT

12 SCHEDULES AND DEADLINES

12.1 Assessment schedules

12.1.1 Students will be provided with a schedule of assessments at the start of each semester for each subject.

12.1.2 The school intranet system – SIMON – will be progressively implemented as a Student Portal. Here students can find subject information updated on here regularly including handouts and assessment tasks. Assessment tasks and results will also be accessible on this system.

12.1.3 Written examinations will be held in the September holidays (Year 12) and November (Year 11) of each year and the examination schedules will be distributed at least two weeks before the start of the examination period. (For Unit 3 & 4 subjects, the November examinations will be formalised external examinations conducted by the VCAA)

12.1.4 Where possible, activities such as Sport's days or excursions for VCE students will not be scheduled during the examination period and in the week leading up to the examinations.

12.1.5 Rules and regulations of the VCAA will be followed for examination periods conducted at school. This information will be provided to students prior to the examination period. The *VCAA Exam Navigator* will be provided to students undertaking formal examinations for Unit 3 & 4 subjects.

12.2 Deadlines

12.2.1 Specific details of tasks and their related marking scheme will be provided to students, including specification of the time and due date.

12.2.2 Assessment work must be uploaded to SIMON, e-mailed or handed personally to the teacher in the lesson on the day in which the task is due, with the task and marking sheet attached. A receipt must be obtained from the teacher in cases where hard copies are provided.

12.2.3 At the time of submission, students should sign the 'Authentication Record for School Assessed Coursework' or the 'Authentication Record for School Assessed tasks' to declare authentication and verify presentation of the task.

12.2.4 If a student is absent on the day that an assessment task is due, they must make arrangements for the assessment task to be delivered to the School Office for the teacher and receipted, or emailed to the teacher and acknowledged with a return email. Notification of this should be attached to the 'Authentication Record' by the subject teacher. If the work of the absent student is not received on or by the deadline, the student's absence must be approved for the work to be accepted without penalty. (See Section 16.1 for procedures).

12.2.5 Note that there is no right of appeal to the VCAA if a teacher refuses to accept the late submission of an assessment task.

12.3 Procedures for obtaining extensions

12.3.1 The school is able to grant extensions of time for the completion of School Assessed Coursework and School Assessed Tasks and for the purposes of deciding satisfactory completion. These procedures do **NOT** apply to cases where Special Provision (Section 19) or extension due to absence from school assessment procedures (Section 16.1) apply.



- 12.3.2** If a student is unable to complete or submit a coursework task or school assessment task on or by the due date, an application for an extension may be made.
- The student must complete the relevant application form – ‘Application for Extension’ found in Appendix Three and also on SIMON
 - The student must clearly state the reasons why the extension is being requested. Extensions will be granted for reasons relating to sickness, personal circumstances disrupting the students’ study regime or other unforeseen factors out of the student’s control.
 - The student should seek a response from the teacher in relation to the extension.
 - Parents should sign the form prior to submission to the Senior School Coordinator.
 - The Senior School Coordinator will make a decision on whether the extension will be granted. Further discussion with the subject teacher and student may be required.
 - Factors which are to be considered by teachers will be:
 - Fairness and equity to all students;
 - The validity of reasons for the delay
 - An assessment of the impact of the extra work that a student may be expected to undertake during the delay/extension period on their overall burden of work;
 - Agreement by the student to the conditions that will need to be fulfilled by the student throughout the extension/delay period;
 - An expectation that the teacher will not be faced with an unreasonable burden if the extension is granted.
- 12.3.3** In most cases, the length of any extension will be no more than 1 week and will take into account factors described above.
- 12.3.4** An e-mail confirming the outcome of the extension request will be e-mailed through to the teacher and student.
- 12.3.5** In most cases, there can be no extension of time past the end of the unit.

12.4 Rescheduling assessments for an entire class

- 12.4.1** Assessments will be conducted on the date outlined on the Assessment Calendar and Subject Overview information provided to students.
- 12.4.2** Rescheduling can occur if all students are given adequate notice and no student in the class or another task is advantaged or disadvantaged by the change.
- 12.4.3** Approval for rescheduling must go through the Senior School Coordinator.
- 12.4.4** Any alterations to the assessment date will be advised in writing by the class teacher.

13 VCE SCHOOL ASSESSED COURSEWORK

13.1 School Assessed Coursework (SACs)

- 13.1.1** SACs assess each student’s level of achievement on the assessment tasks designated in the study design. In Units 3 & 4, they count towards a student’s Study Score in each VCE study, and ultimately towards the student’s Australian Tertiary Admission Rank (ATAR).
- 13.1.2** Assessment tasks designated for coursework will be part of the regular teaching and learning program and completed mainly in class-time. Teachers may collect work in progress for extended school assessed coursework tasks at the end of each lesson.
- 13.1.3** Students must complete authentication sheets for extended school assessed coursework tasks that are completed out of class time. Teachers must monitor and record each student’s progress through to completion.
- 13.1.4** Drafting may be part of a teaching and learning strategy and students may do preliminary drafting. However,
- Teachers are not required to formally sight drafts or to record their completion.
 - Drafts are not to be submitted to the teacher for the purpose of gaining feedback on an incomplete task contributing to the total Coursework score.
 - Teachers must not mark or provide comments on any draft of work that is to be submitted for Coursework assessment.
- 13.1.5** Word ranges are set out in the study design for each subject. In English, the word count will be acceptable with a 20% margin above or below the target length. For other subjects, there are no formal rules for what should and should not count in the word range and this is at the subject teacher’s discretion.
- 13.1.6** The time allowed for school assessed coursework tasks is set by the subject teacher.



13.2 Submission of School Assessed Coursework (SACs)

13.2.1 Where the SAC is prepared electronically, students should submit this to their teacher via SIMON. If a student chooses to submit work via e-mail or directly to the teacher, the student should obtain a receipt of submission from the teacher.

13.3 Victorian Curriculum and Assessment Authority rules

13.3.1 Students must observe the Victorian Curriculum and Assessment Authority rules. (See Section 9.2).

13.4 Penalties, procedures and notification for late submission of Coursework

13.4.1 Subject teachers will designate a time and date for the submission of School Assessed Coursework tasks. These will be detailed on course information documents provided at the start of the semester and also on the students 'Assessment Planner' at the start of each semester.

13.4.2 If students fail to submit an assessment task by the due date, unless special provisions have been granted (Section 19), an extension has been given (Section 12.3), their absence on the day of submission approved (Section 16.1) or the item lost, damaged or stolen (Section 17) they will receive a zero (0) for that assessment task and it will be recorded as 'ungraded' on their school report. A failure of technology will not provide a sufficient excuse (Section 18).

13.4.3 Relevant subject teachers will communicate with the parents indicating that the student has failed to meet the assessment requirements of the subject and are at risk of receiving an 'N' for the subject. A meeting may also be requested between student, parent and the Senior School Coordinator.

13.4.4 If students submit the assessment task within one week following the deadline, teachers will consider the content for the purpose of satisfactory completion of a unit, but will not provide students with a grade for the task.

13.4.5 If students fail to submit the assessment task within one week following the deadline, the student will receive an 'N' (Not Satisfactory result) for the unit.

13.4 School reporting and teacher feedback on School Assessed Coursework

13.4.1 Student assessments should be marked and returned to students with feedback within two weeks of the original assessment.

13.4.2 Appropriate feedback includes:

- Advice on particular 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 a numerical score for an assessment task.

13.4.3 Students may receive a numerical score on completion of school assessed coursework. This numerical score for an assessment task does not correlate to a grade on the student's end of year total score. The total score may change as a result of the statistical moderation and review processes conducted by the VCAA.

13.4.4 Students may not resubmit tasks for the reconsideration of Coursework scores.

13.4.5 Teacher feedback of scores for assessment tasks will be sensitive to student needs for confidentiality.

14 VCE SCHOOL ASSESSED TASKS

14.1 Assessment of School Assessed Tasks

14.1.1 Assessment of students' levels of achievement on School-Assessed Tasks will be on the basis of teacher ratings on criteria as specified by the Victorian Curriculum and Assessment Authority. School-Assessed Tasks are subject to review by a panel appointed by the Victorian Curriculum and Assessment Authority.

14.1.2 For Units 3 & 4, results of School-Assessed Tasks count towards a student's Study Score in each VCE study and towards the student's ATAR.

14.2 Victorian Curriculum and Assessment Authority rules

14.2.1 Students must observe the Victorian Curriculum and Assessment Authority rules when preparing work for School-Assessed Tasks. (See Section 9.2).

14.3 Development of School-Assessed Tasks

14.3.1 Teachers are required to provide feedback to students on work in progress on the *Authorisation Record for School Assessed Tasks*. At least one set of comments must be provided in written form.

14.3.2 All changes made in the various stages of development of a SAT must represent the student's own work.



- 14.3.3** During the developmental stages of the work, a teacher can ask questions and offer general advice to the students. However, the teacher cannot dictate or make changes in such a way as to put into question the student's ownership of the work.
- 14.3.4** Students must submit drafts (where applicable) when they submit their SAT.
- 14.3.5** Teachers must monitor and record each student's progress through to completion of the SAT.

14.4 Word ranges and word count

- 14.4.1** The VCAA sets word limits for SATs. Students must adhere to rules given to the word limits as stated by their subject teacher.

14.5 Penalties, procedures and notification for late submission of School Assessed Tasks

- 14.5.1** Subject teachers will designate a time and date for the submission of extended School Assessed Tasks.
- 14.5.2** If a student does not complete their work by the date and time specified by the teacher, the teacher may either (i) accept the work as it is on or before the due date and assess it in the normal manner, or refuse to accept the work after the due date and award it an 'N' unless special provisions have been granted (Section 16), an extension has been given (Section 12), their absence of the day of submission is approved (Section 13) or the item has been lost, damaged or stolen (Section 14). A failure of technology will not provide a sufficient excuse (Section 15).
- 14.5.3** If teachers are concerned that folio work in the developmental stages is not sufficient for a student to obtain an 'S' for the unit, relevant subject teachers will communicate with the parents indicating this information that the student is at risk of receiving an 'N' for the subject. A meeting may also be requested between student, parent and the Senior School Coordinator.

14.6 Initial assessment of School-Assessed Tasks

- 14.6.1** Schools are responsible for the initial assessment of School-Assessed Tasks. The sole basis for this assessment is the set of criteria for the award of grades, published each year by the VCAA.
- 14.6.2** Students may receive their scores for School-Assessed Tasks and they must be aware that these scores may change as a result of the review process.

15 SUSPECTED BREACH OF SCHOOL BASED ASSESSEMENT RULES

15.1 Identification of suspected breach of authentication

- 15.1.1** Teachers who believe a breach of rules has occurred in a school-based assessment should inform the student as soon as possible of the alleged breach and report their suspicions to the Senior School Coordinator.
- 15.1.2** Teachers must satisfy themselves about the authenticity of any student work that:
- Is not typical of other work produced by the student;
 - Is inconsistent with the teacher's knowledge of the student's ability;
 - Contains unacknowledged material;
 - Has not been sighted and monitored by the teacher during its development.
- 15.1.3** Teachers will not accept such work for assessment purposes until sufficient evidence is available to show that the work is the student's own work.

15.2 Student interview process for suspected breach of authentication

- 15.2.1** The subject teacher will inform the Senior School Coordinator if he or she suspects if the work submitted is not the student's own work.
- 15.2.2** The subject teacher will discuss the content of the work with the student and ask the student questions to assess the student's understanding of and knowledge of the work.
- 15.2.3** If the subject teacher still believes that the work is not the student's own work, then an interview will be conducted.
- 15.2.4** The Senior School Coordinator will notify the student of the interview not less than 24 hours before it is scheduled. This notification will be in writing and will include:
- The purpose, date, time, place and expected time of the interview;
 - The composition of the panel;
 - If applicable, advice that the student revisit a copy of their work before the interview and an instruction to take a copy of the work to the interview;
 - Advice that a parent or friend may accompany the student to the interview in a support role, but not as an advocate;
 - Advice that the Senior School Coordinator can help to clarify the procedure for the student.



15.2.5 The interview panel will consist of the subject teacher, the Senior School Coordinator and up to one other representative of the Head of School who has sufficient knowledge of the study to fully participate in the discussion and decisions.

15.2.6 At the interview the subject teacher will:

- Clearly explain why the interview has been requested, the purpose and the possible outcomes;
- Only ask questions which enable a student to display his or her understanding of the work.

15.2.7 The panel will recommend to the Head of School what penalty, if any, should be imposed on the student taking into account the penalties applied to previous occurrences and the severity of any breach.

15.3 Procedures following the determination of a breach of authentication rules

15.3.1 The Head of School may:

- Reprimand the student.
- If there is sufficient time before the due dates designated by the Victorian Curriculum and Assessment Authority give the student the opportunity to resubmit work for satisfactory completion.
- Refuse to accept that part of the work which infringes the rules and base a decision whether to award the outcome an **N** or an **S** upon the remainder of the work and determine an appropriate score.
- Refuse to accept any part of the work if the infringement is judged to merit such a decision, thus **N** will be awarded for the outcome and a **NA** will be submitted. If this task IS an outcome for the unit, it could result in failure of the outcome and hence, the unit.

15.3.2 Where work was initially accepted for assessment and a breach of rules was discovered after the initial assessment was made then the Head of School shall determine which of the above penalties shall be imposed. This may result in changing the original result from an **S** to an **N**.

15.4 Notification of penalty to the student

15.4.1 If a decision is made to impose a penalty then the Head of School will notify the student and parents in writing within 14 days of the decision being made.

15.4.2 This notification will include:

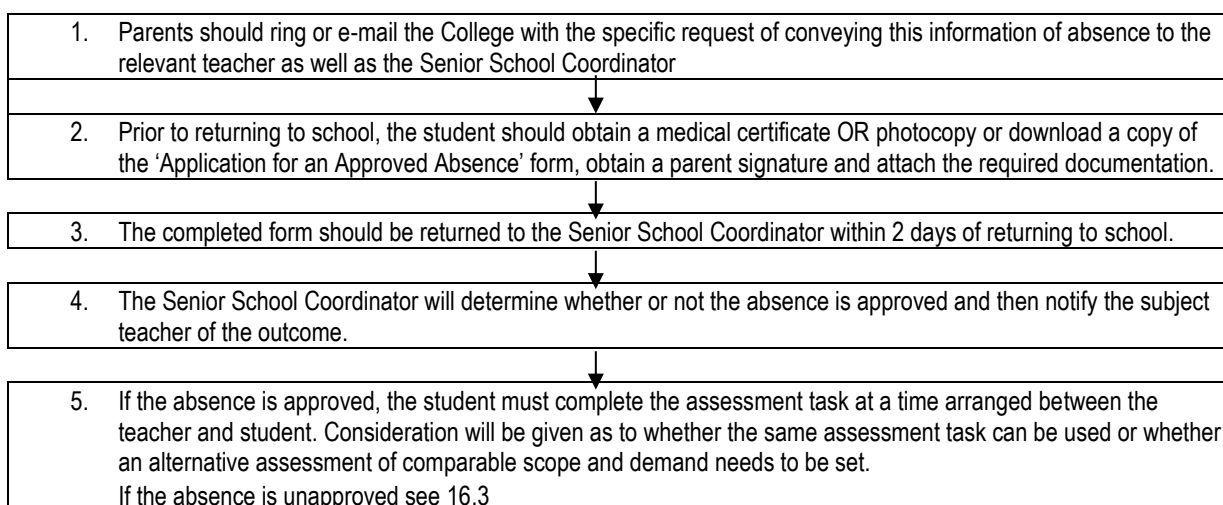
- The nature of the breach of rules by the student;
- The reasons for making the Breach of Rules decision and the supporting evidence;
- The penalty to be imposed;
- Advice about the student’s right to appeal to the Victorian Curriculum and Assessment Authority;
- Advice that this appeal must be lodged within 14 days of receipt of notification from the Head of School.

16 ABSENT FOR SCHOOL ASSESSMENT PROCEDURES

16.1 Procedure to be followed in the event of absence on the day of a school assessment

16.1.1 It is expected that all students will be present to complete assessment tasks that are scheduled during school time.

16.1.1 The following procedure should be followed in the event of an absence on the day of assessment:



**16.2 Action taken by teachers in the case of absences without notification on scheduled assessment day or due date**

- 16.2.1** At the conclusion of the school day, the parent is notified by phone or e-mail of their failure to attend school for the scheduled assessment task.
- 16.2.2** Parents are asked to ensure a medical certificate is provided, or an 'Application for an approved absence' is completed in order for this to be considered as an 'approved absence'
- 16.2.3** In the case of assignment tasks where a number of weeks have been provided to complete the task, the task should still be submitted on the scheduled date regardless of whether an absence has been approved. A decision will be made by the Senior School Coordinator as to whether the reason for absence warrants an extension for completion or whether the task is marked as is.

16.3 Consequence for unapproved absences for school based assessment

- 16.3.1** If a student has an unapproved absence on the day of a scheduled school based assessment task that is undertaken in a single session, they will be awarded a zero (0) and it will be recorded as 'Ungraded' on the school report.
- 16.3.2** Parents will be informed by the subject teacher that the student has failed to meet the assessment requirements of the subject and risks an 'N' for the subject.
- 16.3.3** The student will sit the assessment task within one week of their return to school at a time arranged between the teacher and the student for the purpose of determining if the student has met unit outcomes.
- 16.3.4** If the student does not sit the assessment task within one week despite opportunities provided by the teacher, the student will receive an 'N' for the unit.
- 16.3.5** For assessments that occur over a number of periods, a student will be given a grade for the work completed by the due date. Additional time, equivalent to the amount of time in absence can be provided for the students to complete the task solely for the purpose of determining if the student has met unit outcomes.

16.4 Group and Oral Tasks

- 15.4.1** If an assessment has been set which is a group assessment and one or more of the students are away from that group on the scheduled date then each absent student must provide documentation for the absence. The students who were present for the assessment will not be penalized. The group will perform the assessment at a rescheduled date. Students who were absent on the initial date will have their assessment scored (or graded for Units 1 & 2) provided that their absence was approved.
- 15.4.2** Students must be fully prepared to give oral presentations on the scheduled date. A student who is absent on the day of an oral task must have his or her absence approved to receive a score (or a graded for Units 1 & 2) for the rescheduled oral presentation.

17 LOST, STOLEN OR DAMAGED WORK**17.1 Procedures for lost, damaged or stolen work**

- 17.1.1** The student must:
- Notify the subject teacher immediately regarding lost, stolen or damaged work and there must be evidence that this work was actually done, either from the subject teacher's records or draft copies.
 - Complete a written statement on the appropriate VCAA form, which is to be signed in front of the subject teacher.
 - Give the statement to the Senior School Coordinator.
- 17.1.2** The Senior School Coordinator will determine an initial score for the task after discussions with the subject teacher about the quality of the work that was observed during the drafting/preparation stages.

18 USE OF TECHNOLOGY**18.1 Student use of computers**

- 18.1.1** A student who uses a computer to produce work for assessment is responsible for ensuring that:
- There is an alternative system available in case of computer or printer malfunction or unavailability;
 - Hard copies are produced regularly; and
 - Each time changes are made the work is saved onto a back-up file
 - That back-up files are not be stored with the computer.



18.2 Class use of computers for assessment tasks, SATs and SACs.

18.2.1 Subject teachers need to consider the following aspects when setting tasks using computers:

- Authentication issues in terms of computer memory;
- Equipment failure and malfunction;
- Use of disks (authentication);
- Benefits to be gained from students handwriting responses under timed conditions (as they would do so in examinations).

18.3 Equipment malfunction

18.3.1 Computer or printer failure will not be accepted as a valid reason for failing to submit a task on the due date.

SPECIAL PROVISIONS FOR LEARNING AND ASSESSMENT

19.1 Rationale and types of Special Provision

19.1.1 Special provision provides VCE and VCAL students with the maximum opportunity to participate and complete their senior studies.

19.1.2 Students who are eligible for Special Provision are not exempt from meeting the requirements for satisfactory completion of their course or from being assessed against the outcomes for a study. Instead, they are to be provided with equivalent alternative arrangements.

19.1.3 Special Provision may be made for students in terms of Curriculum Delivery and Programing (Section 19.2), or in relation to assessment processes - School-based assessments (Section 19.3), Special examination arrangements (Section 19.4) and Derived examination scores (19.5)

19.2 Curriculum delivery and programing

19.2.1 A student is eligible for Special Provision in curriculum delivery if, at any time while studying for the VCE or VCAL, he or she is:

- Significantly adversely affected by illness (physical or psychological),
- Significantly adversely affected by any factors relating to personal environment or by other serious cause.
- Disadvantaged by a disability or impairment including learning disabilities.

19.2.2 Types of Special Provision that are made may include modifications to the typical program so that students complete fewer units but still achieve the award, extension of the program of studies over a longer period of time or deferral, facilitating access to the curriculum through the use of technology or alternative delivery methods, assistance from aides, etc.

19.2.3 Decisions made about these types of Special Provisions are made at the school level and they may not confer any advantage to the student over other students.

19.2.4 Application Procedure

- The student or the student’s parent must discuss with Senior School Coordinator any long-term impairment so that application for special examination arrangements can be made and appropriate adjustments made for curriculum access and school-based assessment.
- The student or a parent collects the relevant *Application for Special Provision* form from the Senior School Coordinator.
- The form is completed and the necessary documentation from the appropriate support person(s) attached. The documentation must provide sufficient information to clearly show the seriousness of the student’s circumstances.
- The Senior School Coordinator will decide, in consultation with the subject teacher and the appropriate support people, if approval for Special Provision is to be granted and the type of Special Provision that is made.

19.3 Special Provision for School-based assessments

19.3.1 Students are eligible for special provision for school-based assessment if their ability to demonstrate achievement is adversely affected by:

- Illness – acute and chronic
- Impairment – long term
- Personal circumstances.



- 19.3.2** This type of Special Provision is a school-based decision. Where a student is unable to complete a coursework task or whose achievement on a coursework task is affected by illness or by other factors, the following will be considered:
- Setting a substitute task that addresses the same outcomes.
 - Replacing one task with a task of a different kind that addressed the same outcomes.
 - Allowing the student to undertake the task at a later date.
 - Using another planned task to assess more outcomes or aspects of outcomes than originally intended.
 - Allowing the student extra time to complete the task.
 - Using technology, aides or other special arrangements to undertake assessment tasks.
 - Deriving a score from other assessments or work completed by the student (in circumstances where the above provisions are not feasible or reasonable).
- 19.3.3** VCAA Special Examination Arrangements will provide a guide to the Special Provisions that are made for students.
- 19.3.4** Application Procedure
- The student or the student's parent must discuss with Senior School Coordinator any long-term impairment so that application for special examination arrangements can be made and appropriate adjustments made for curriculum access and school-based assessment.
 - The student or parent collects the relevant *Application for Special Provision* form from the Senior School Coordinator.
 - The form is completed and the necessary documentation from the appropriate support person(s) attached. The documentation must provide sufficient information to clearly show the seriousness of the student's circumstances.
 - The Senior School Coordinator will decide, in consultation with the subject teacher and the appropriate support people, if approval for Special Provision is to be granted and the type of Special Provision that is made.

19.4 Special Provision for examination arrangements

- 19.4.1** Students are eligible for special examination arrangements if it can be demonstrated that achievement on the examination will be adversely affected by their ability to access examinations or communicate their learning through:
- Accident or sudden onset of illness.
 - Personal circumstances.
 - Long-term impairment.
- 19.4.2** This type of Special Provision is approved by the VCAA and it can take the form of:
- Extra reading time and/or
 - Extra time designated for the examination and/or
 - Normal time but with appropriate rest periods.
 - Other means including scribes, technology, alternative examination venue.
- 19.4.3** Application procedure
- The student or the student's parent must discuss with Senior School Coordinator any long-term impairment so that application for special examination arrangements can be made and appropriate adjustments made for curriculum access and school-based assessment.
 - The *Special Examination Arrangement* application form is collected from the Senior School Coordinator and completed with supporting documentation.
 - The Senior School Coordinator submits the form to the VCAA.
 - The decision from the VCAA will be relayed to the student via the Senior School Coordinator.

19.5 Special Provision -- Derived examination score (DES)

- 19.5.1** The DES is calculated by the VCAA and 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.
- 19.5.2** Students are eligible if they can demonstrate that illness, injury or personal trauma occurring **immediately before** or during the examination period has affected their performance on an examination or has prevented them from attending an examination. The student must have at least one graded assessment for the school-based assessment of that study.
- 19.5.3** These circumstances must be substantiated with evidence from an independent professional with specific knowledge of the student's circumstances. Other evidence from the Chief Supervisor, appropriate school-based personnel and the Principal may also be provided.
- 19.5.4** To apply for a Derived Examination Score, the student must



- Collect and complete the VCAA form from the Senior School Coordinator and attach the supporting documentation required by the VCAA.
 - Submit the form to the Senior School Coordinator, who will decide whether the application has merit.
 - If the Head of School endorses the application, it will be sent to the VCAA. Otherwise, the student can appeal on the day of receiving this information. A panel (Head of School, Senior School Coordinator and one other teacher) will be convened to hear the appeal. The student may bring along a parent or other person to the appeal.
 - In exceptional circumstances, where the student does not wish to divulge their specific circumstances to the school, the student may apply directly to the VCAA.
- 19.5.5** The VCAA will notify the school of receipt of the application and convene a panel to consider the application.
- 19.5.6** The DES will be recorded as the final score if the application is approved and the DES is greater than the achieved examination score.

REPORTING

20 VCE REPORTING

20.1 School reporting of assessments in VCE Units 1-4

- 20.1.1** The grading scale for VCE assessment tasks is: Very High, High, Medium, Low, Very Low, Unsatisfactory and Ungraded
- 20.1.2** Students will receive an S or N for each outcome in each study
- 20.1.3** Students will receive interim reports during the year, approximately halfway through each VCE unit.
- 20.1.4** Students will receive a full written report at the end of each semester except for Semester Two of Year 12.
- 20.1.5** Formally convened Parent/Teacher/Student interviews will be offered by the school twice a year.

20.3 Reporting by the Victorian Curriculum and Assessment Authority

- 20.3.1** The VCE is awarded by the Victorian Qualifications Authority (VQA). Students who have met the requirements for graduation of the Victorian Certificate of Education will receive a certificate from the VCAA via Geelong Lutheran College.
- 20.3.2** The VCAA will issue a statement of results, at the end of the calendar year, to all students enrolled in VCE units. The statement of results will include:
- A cumulative record of achievement for all VCE and VCE VET units undertaken and the year in which the result was obtained. Units awarded a 'J' result will not be printed.
 - A cumulative record of Graded assessments and Study Scores for each sequence of Unit 3 and 4 studies.
 - Credit for study undertaken overseas, interstate or in the International Baccalaureate or for a Vocational Certificate.
 - University studies with the titles of the studies and the university listed if successfully completed.
 - A declaration whether the student has or has not successfully completed the VCE.
- 20.3.3** Students who obtained GAT results are issued with a statement which contains the scores achieved for each component and a descriptive statement of those results.

20.4 Victorian Curriculum and Assessment Authority reporting of VET results

- 20.4.1** Students who satisfactorily complete modules or Units of Competence in a VCE VET program will receive a statement of Units of Competence Results/Modules. The statement is cumulative and reports Units of Competence/Modules undertaken in the current year and earlier.
- 20.4.2** Students enrolled only in VCE Units 1 and 2 will receive their statement via schools. Students with one or more enrolments at the Unit 3 and 4 level, will receive their VCE VET statements with their VCE results in the mail.

21 VCAL REPORTING

21.1 School Reporting of VCAL Assessments

- 21.1.1** The grading scale for VCAL assessment tasks is: High, Medium, Low
- 21.1.2** Students will receive a C (Competent), NYC (Not Yet Competent) or NYA (Not Yet Assessed) for each learning outcome
- 21.1.3** Unit results will be listed as S (Satisfactory) or N (Not Satisfactory)
- 21.1.4** Students will receive interim reports during the year towards the end of term 1 and term 3.
- 21.1.5** Students will receive a full written report at the end of each semester.



21.1.6 Formally convened Parent/Teacher/Student interviews will be offered by the school twice a year.



21.2 VCAA and RTO Reporting

21.2.1 Upon successful completion of the requirements for a VCAL, students will receive a VCAL certificate and a Statement of Results from the VCAA.

21.2.2 Students who commence a VCAL program but do not complete it will receive a Statement of Results at the completion of each year of study

21.2.3 Additional Statements of Attainment or certificates will be provided by the RTO for successful completion of VET.

22 RECORDS MANAGEMENT AND PRIVACY OF STUDENT DATA

22.1 Records management

22.1.1 The Senior School Coordinator will be responsible for maintaining and storing records including

- Subject selection forms, withdrawal forms, change of units, unit completion records
- Student appeals and resultant decisions
- Applications and decisions relating to Second Language eligibility
- Agreements to work in partnership with other providers in determining initial school-based assessments
- Applications for extensions of time, with supporting documentation
- Applications for and approvals of Special Provision, with supporting documentation
- Student absences, and whether or not these are approved
- Any interviews with the student and resulting decisions
- Other records as appropriate to the conduct of the VCE

22.1.2 Confidential records will be stored in a lockable area with the key held by the Senior School Coordinator.

22.1.3 The Senior School Coordinator is responsible for the secure disposal of records after the students have left Geelong Lutheran College according to guidelines published by the Public Record Office Standard (PROS 01/01).

22.2 Subject teacher's records

22.2.1 For VCE Units 1 & 2, and VCAL subjects teachers will

- Store assessed tasks in student files and retains these files for the duration of the year. Student files or selected items from student files may be returned or destroyed at the start of the following year.
- Maintain accurate records of Satisfactory (S) or Non-Satisfactory (N) completion of Unit Outcomes, and additionally, for VCE units maintain accurate records of grades awarded for assessments.
- Maintain accurate attendance records.

22.2.2 For VCE Units 3 & 4 Coursework, VCE subject teachers

- Will place School Assessed Coursework (SAC's) in student files and store these files in a secure location.
- May return SACs to students just prior to the November exam period provided there is no intention of using the SAC the following year. Otherwise, student files not collected by April 30 in the following year may be destroyed.
- Maintain an accurate record of marks from all SAC's and forward a copy of the marks to the Senior School Coordinator for entry into VASS on the recording sheets provided
- Maintain accurate records of Satisfactory (S) or Non-Satisfactory (N) completion of Unit Outcomes.
- Maintain accurate attendance records.

22.2.3 Subject teachers are responsible for maintaining the confidentiality of their records and the secure disposal of these records once they are no longer required.

22.3 Communication with VCAA / VASS

18.3.1 The Senior School Coordinator is the person responsible for disseminating communication from the VCAA and organising returns to the VCAA in a timely manner.

18.3.2 The Senior School Coordinator has oversight of enrolling students in VASS and establishing protocols for maintaining student records in VASS.

22.4 Privacy of personal information

18.4.1 In the course of its activities Geelong Lutheran College will collect personal information from students. This information will only be used for the purposes for which it is collected.

18.4.2 Information about a students' academic progress will be communicated with parents through academic reporting. Parents will be contacted where concerns exist about a students' progress, attendance or their well-being.

18.4.3 Written consent will be obtained from students for both VCAA and GLC to publish the results of students.

18.4.4 Students will be able to view their records while they are enrolled in the VCE or the VCAL.



23 PROMULGATION OF SENIOR PATHWAYS POLICY AND PROCEDURES

23.1 Distribution

- 23.1.1** Students and parents will be provided with an electronic copy of the Senior Pathways Policy and Procedures handbook at the commencement of either their VCE or VCAL studies.
- 23.1.2** An electronic copy of the Senior Pathways Policy and Procedures handbook will be located on the GLC network.
- 23.1.3** Each VCE/VCAL teacher will be given a copy of the Senior Pathways Policy and Procedures handbook.

23.2 Information and training sessions

- 23.2.1** Teacher meeting time will be allocated to training and reminding teachers of the policy and procedures underpinning delivery of the VCE and VCAL qualifications.
- 23.2.2** Students will receive training in the expectations of VCE/VCAL studies at
- at the start of their studies
 - pivotal times (e.g., when assessments are given to students, prior to VCE examinations, etc.).
- 23.2.3** A Parent Information night will be held at the start of each year to inform parents about the Senior School pathways offered at Geelong Lutheran College and meeting VCE/VCAL program expectations.

24 APPEALS TO THE VCAA

24 Appeals to the VCAA

- 24.1.1** Appeals can be made to the VCAA if there is disagreement with some school-based decisions. If information about this process is required, please contact the Senior School Coordinator. Parties will be directed to the relevant section of the VCAA handbook regarding appeals.



APPENDIX ONE:

GLOSSARY

| | |
|-----------------------------------|---|
| <i>Assessment task</i> | A task set by the teacher to assess students' achievement of unit outcomes. |
| ATAR | Australian Tertiary Admission Rank is the overall ranking on a scale of 0–99.95 that a student receives based on her study scores. The ATAR is calculated by VTAC and used by universities and TAFE institutes to select students for courses. |
| <i>Authentication</i> | The process of ensuring that the work submitted by students for assessment is their own. |
| <i>Derived examination score</i> | Provision available for students who have missed an examination or whose examination performance has been impaired due to illness or other serious cause. |
| ATAR | Australian Tertiary Admission Rank is the overall ranking on a scale of 0–99.95 that a student receives based on her study scores. The ATAR is calculated by VTAC and used by universities and TAFE institutes to select students for courses. |
| <i>Examinations</i> | External assessments set and marked by the VCAA. All studies have at least one examination. Performance and Oral examinations are held in October and November. |
| <i>Extension studies</i> | First-year university studies recognised by the VCAA are available to VCE students who are very able academically. |
| GAT | General Achievement Test that is done by all students completing a Unit 3 and 4 sequence. It is used by the VCAA to check that schools are marking coursework to the same standard and as part of statistical moderation of coursework. It does not count towards students' VCE graduation, but students' GAT results are reported to them with their Statement of Results. |
| GLC | Geelong Lutheran College |
| <i>Graded assessment</i> | All VCE subjects have three graded assessments for each Unit 3 and 4 sequence. Each study includes at least one examination, most have Coursework and some have School-Assessed Tasks. |
| <i>J result</i> | Means the student has left the school without formally withdrawing from the VCE and has received no results for the unit. |
| <i>N result</i> | Means that not all outcomes have been achieved or there is a significant breach of rules. |
| <i>Outcomes</i> | What a student must know, or be able to do, in order to satisfactorily complete a unit as specified in the study design. |
| PRES | Post-Results Enquiry Service – a free telephone enquiry service provided by the VCAA after the release of VCE results. |
| <i>Satisfactory completion</i> | School decision that a student has demonstrated achievement of the outcomes for a unit. Students receive an 'S' for the satisfactory completion of a unit or an 'N' if they do not satisfactorily complete a unit. An S means that all outcomes as set out in the study design have been achieved. |
| <i>School-Assessed Coursework</i> | A school-based assessment which is reported as a grade for either a Unit 3 and 4 sequence or Unit 3 and Unit 4 individually. Coursework assessment consists of a set of assessment tasks that assess students' achievement of Unit 3 and 4 outcomes. |
| <i>School-Assessed Task</i> | A school-based assessment for a Unit 3 and 4 sequence and reported as a grade. A SAT is set by the VCAA and assessed by teachers in accordance with published criteria. Tasks are subject to review by a panel appointed by the VCAA. |



| | |
|-------------------------------|---|
| <i>Semester</i> | One half of the academic year. Most units are completed in one semester. |
| <i>Sequence</i> | Units 3 and 4 are designed to be taken as a sequence at Year 12 level. |
| <i>Special provision</i> | Special arrangements that are made to allow students who are experiencing significant hardship the maximum opportunity to demonstrate both what they know and what they can do. |
| <i>Statement of marks</i> | For each examination including the GAT, students can apply for a statement showing the marks they obtained and describing the calculation of the Study Score. A fee is charged for each statement. |
| <i>Statement of results</i> | The document(s) issued by the VCAA showing the results a student achieved in the VCE and whether she has graduated. |
| <i>Statistical moderation</i> | The process used to ensure that schools' assessments are comparable throughout the state. It involves adjusting each school's coursework scores for each study to match the level and spread of the combined examination and GAT scores for the students in that school doing that study. |
| <i>Studies</i> | The subjects available in the VCE. |
| <i>Study design</i> | A study design for each VCE subject is published by the VCAA. It specifies the content for the study and how students' work is to be assessed. Schools must adhere to the study design. |
| <i>Study</i> | A sequence of half-year Units in a particular curriculum area, for example English, Mathematics, German and VCAL Work Related Skills (Intermediate). |
| <i>Units</i> | The components of a study and one semester in length. There are usually 4 units in a study, numbered 1, 2, 3 and 4. |
| <i>VASS</i> | Victorian Assessment Software System – a Victorian database for administration of the VCE. |
| <i>VCAA</i> | Victorian Curriculum and Assessment Authority – responsible for curriculum, assessment, certification and administration of the VCE and VCAL |
| <i>VCE Certificate</i> | The Victorian Certificate of Education awarded to students who meet the requirements for graduation of the VCE. |
| <i>VET</i> | Vocational Education and Training – nationally recognised vocational certificates now integrated within the VCE. |
| <i>VTAC</i> | Victorian Tertiary Admissions Centre acts on behalf of the universities and TAFEs coordinating the joint selection. It calculates and distributes the ATAR. |

APPENDIX TWO

APPLICATION FOR AN APPROVED ABSENCE

NOTE: If the absence is known prior eg. appointment, please seek approval beforehand to assist teachers with planning and scheduling of assessment tasks.



Geelong
Lutheran
College

BY GRACE ALONE

| | |
|--|--------|
| STUDENT NAME | |
| DAY/S AND DATE/S OF ABSENCE | / / 20 |
| REASON (Attach Medical Certificate if appropriate) | |
| PARENT SIGNATURE | |
| STUDENT SIGNATURE | |

| | | |
|--|------------|-----------|
| ABSENCE APPROVED | YES | NO |
| ADDITIONAL INFORMATION | | |
| SENIOR SCHOOL COORDINATOR SIGNATURE | | |

| | | |
|-------------------------|---|--|
| OFFICE USE ONLY: | E-mail sent to staff and cc to parent/student | |
| | Recorded on 'Approved Absence' list | |



APPENDIX THREE

REQUEST FOR EXTENSION

This form should be submitted at least 2 days prior to the due date



Geelong Lutheran College

BY GRACE ALONE

| | |
|--|---|
| STUDENT NAME | |
| DATE | |
| SUBJECT | |
| DATE WORK DUE | |
| REASON FOR EXTENSION | |
| COMMENT FROM TEACHER: Teacher: M | Modified due date suggested: |
| MEDICAL CERT. PROVIDED | YES NO |
| PARENT SIGNATURE | |
| STUDENT SIGNATURE | |

OUTCOME OF REQUEST

| | | |
|--|------------|-----------|
| EXTENSION APPROVED? COMMENT (IF REQUIRED) | YES | NO |
| NEW DUE DATE | | |
| SENIOR SCHOOL COORDINATOR | | |
| STUDENT SIGNATURE | | |
| TEACHER SIGNATURE | | |