

Mount Ridley P12 College

VCE POLICY



Help for non-English speakers

If you require assistance with understanding this policy, please do not hesitate to contact the College and someone will organise a multicultural aide or the relevant person to assist you.

PURPOSE

This policy stipulates how at Mount Ridley P12 College the VCE and VCE VM will be administered in adherence with the requirements stipulated by the VCAA. All College policies and procedures are periodically reviewed under advisement from the VCAA. Student learning is greatly affected by the quality of teaching they experience. Teachers therefore must ensure that their teaching skills and commitment are of the highest standard and that their pedagogical knowledge is current.

Guiding Principles

- The College policies and practices will aim to be fair and assist students to successfully complete their VCE and/or VCE VM.
- To have transparent policies and procedures that ensure consistency in the delivery, assessment and administration of the VCE and/or VCE VM program at Mount Ridley P12 College.
- To provide accurate and transparent documentation, ensuring that students, parents and staff are aware of their roles and responsibilities in relation the VCE and/or VCE VM program at Mount Ridley P12 College.
- To place rigorous protocols around the teaching and learning process in adherence with VCAA and College requirements to ensure no student is disadvantaged and all students have the opportunity to succeed in their endeavours.

When referring to this policy, VCE refers to the Victorian Certificate of Education and VCE VM refers to the Victorian Certificate of Education Vocational Major administered at Mount Ridley P-12 College on behalf of the VCAA (Victorian Curriculum and Assessment Authority).

POLICY

1. Senior Secondary Certificate

Senior secondary education in Victoria is changing. From 2023 the new VCE Vocational Major will replace VCAL, so whatever a student's talent, they can now pursue it under one VCE.

Moving to an integrated senior secondary certificate will give all students the learning opportunities to develop the skills and capabilities needed to succeed in further education, work and life.

From 2023, enrolment options for Year 11 and 12 students will include:

- the Victorian Certificate of Education (VCE)
- the Victorian Certificate of Education Vocational Major (VCE VM)

A fully integrated VCE will be implemented from 2025.

The VCE VM is the new integrated Senior Secondary Certificate. This certificate has brought together the Victorian Certificate of Education (VCE) and Victorian Certificate of Applied Learning (VCAL).

The VCE (VM) provides students with the opportunity to complete their VCE certificate with a Vocational focus. This focus builds on the existing structures of a VCE program, providing students with additional

opportunities to undertake a Vocational Education and Training program (VET) as a key component to their course.

The VCE (VM) is made up of a series of 'studies' (rather than subjects) each of which is divided into semester-long 'units'. Each study is conducted according to the Victorian Curriculum and Assessment Authority's (VCAA) 'study design', relevant details of which are passed on to students by their teachers. All student's VCE VM program will be designated to them to ensure their program meets the minimum requirements.

As per the VCAA VCE Administrative Handbook, a student may complete the VCE and be awarded the certificate by satisfactorily completing sufficient units of study according to VCE program requirements. Students must meet the requirements of a study as set out in the accredited study design. Students are required to demonstrate achievement of study outcomes. For VCE Units 3 and 4, evidence of achievement is collected by the teacher through a range of tasks, which include School-Based Assessments that are designated for the study.

Student's eligibility for the award of the VCE VM is contingent on submitting School-Based Assessments and course work for the satisfactory completion of units.

At the conclusion of a VCE VM certificate, no Australian Tertiary Admissions Rank (ATAR) will be award. Students undertaking the VCE VM will be awarded a certificate acknowledging the completion of Year 12 under the VCE VM.

2. Coordination

The VCE and VCE VM will be managed by the Director of Senior Years (Years 10-12) Accountability. The Deputy Principal of Curriculum and Assistant Principal Curriculum Programs (Years 7 -12) oversees all elements of the VCE and VCE VM in consultation with the Director of Pathways and College Leadership Team.

3. Victorian Curriculum Assessment Authority Expectations

3.1. VCAA requirements for satisfactory completion of the VCE

The minimum requirement for satisfactory completion of the Victorian Certificate of Education is 16 units which must include:

- Three units from the English group, including both Unit 3 and 4
- At least 8, Unit 1 and 2 subjects. The total can be made up of a combination of Units 1 and 2 subjects
- At least three sequences of Unit 3 and 4 studies other than English, which may include any number of English sequences once the English requirement has been met.

The Victorian Tertiary Admissions Centre (VTAC) advises that for the calculation of a student's Australian Tertiary Admission Rank (ATAR), satisfactory completion of both Units 3 and 4 of an English sequence is required.

3.2. Mount Ridley P12 College requirements for satisfactory completion of the VCE

At Mount Ridley P12 College students are required to study 12 units (six subjects) in Year 11 by either studying:

- 6 Unit 1 and 2 studies; or
- 1 Unit 3 and 4 study and 5 Unit 1 and 2 studies (or other combination within);

In Year 12 students are generally required to study 10 units (five subjects)

- 5 Unit 3 and 4 studies.

If students are successful in receiving an S for each of their units, then they will have a total of 22 units towards their VCE.

Students enrolled in studies external to Mount Ridley P12 College are expected to comply with these requirements. Any variation to this must be submitted to the Director of Senior Years Accountability (Years 10-12). Students will only be able to reduce the number of sequenced subjects if they have obtained a study score of 35 or above in a Unit $\frac{3}{4}$ study in the previous year or exceptional circumstances. The reasons provided will be processed by a panel consisting of 3 members of the Senior Years Leadership team.

Outcomes are the basis for satisfactory completion of a VCE Unit. Each Unit includes a number of outcomes. The College, in accordance with Victorian Curriculum and Assessment Authority (VCAA) requirements, determines satisfactory completion of Units. The learning outcomes and associated assessment tasks are specified in the currently accredited VCE Study Designs.

3.3. VCAA requirements for satisfactory completion of the VCE Vocational Major

The minimum requirement for satisfactory completion of the Victorian Certificate of Education Vocational Major is 16 units which must include:

- 3 VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
- 2 VCE VM Numeracy or VCE Mathematics units
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units, and
- 2 VET credits at Certificate II level or above (180 nominal hours)

Students must also complete at least 3 other unit 3–4 sequences. This means 3 other full year studies at a year 12 level.

3.4. Mount Ridley P12 College requirements for satisfactory completion of the VCE Vocational Major

At Mount Ridley P12 College completing the VCE Vocational Major students are required to study 9 units (five studies plus external VET) in Year 11 by studying:

- 1 External VET certificate II level or above.
- 4 Unit 1 and 2 studies.
- 1 single Unit 1 or 2.

In Year 12 VCE Vocational Major students are generally required to study 9 units (five studies plus external VET))

- 1 External VET certificate II level or above.
- 4 Unit 3 and 4 studies.
- 1 single Unit 1 or 2.

If students are successful in receiving an S for each of their units, then they will have a total of 18 units towards their VCE plus VET credits.

Students enrolled in studies external to Mount Ridley P12 College are expected to comply with these requirements. Any variation to this must be submitted to the Director of Senior Years Accountability (Years 10-12). Students completing the VCE Vocational Major will only be able to reduce the number of sequenced subjects in exceptional circumstances. The reasons provided will be processed by a panel consisting of 3 members of the Senior Years Leadership team.

Each VCE VM unit of study has specified learning outcomes. The VCE VM studies are standards-based. All assessments for the achievement of learning outcomes, and therefore the units, are school-based and assessed through a range of learning activities and tasks.

Unlike other VCE studies there are no external assessments of VCE VM Unit 3–4 sequences, and VCE VM studies do not receive a study score. If a student wishes to receive study scores, they can choose from the wide range of VCE studies and scored VCE VET programs that contain both internal and external assessment components.

The VCE VM studies do not contribute to the ATAR. To receive an ATAR a student must complete a scored Unit 3-4 sequence from the English group and three other Unit 3–4 scored sequences. Students must achieve two or more graded assessments in these scored sequences.

3.5. English Requirement

The minimum English requirement is three units from the English group, including a Unit 3–4 sequence. English units may be selected from:

- Bridging English as an Additional Language Units 1 and 2
- Foundation English Units 1 and 2
- English Units 1–4
- English as an Additional Language Units 3 and 4
- English Language Units 1–4
- Literature Units 1–4.

English Units 3 and 4 and English as an Additional Language Units 3 and 4 are equivalent sequences, so only one sequence may be counted towards the award of the VCE.

Further units from the English group may contribute to the requirement for other sequences of Unit 3–4 studies. In calculating whether students meet the minimum requirements for the award of the VCE, the VCAA first calculates a student's English units. Once a student has met the English requirement, and satisfied an English sequence, any additional sequences from the English group will be credited towards the requirement for at least three other sequences of Unit 3–4 studies.

3.6. EAL Eligibility for VCE

The satisfactory completion of at least three units from the English group, including a Unit 3–4 sequence, is a compulsory requirement for achieving the VCE, and students who are unfamiliar with the English language because they are from non-English-speaking backgrounds or who are deaf or hard of hearing may have access to English as an Additional Language (EAL) status. Students applying for EAL status should indicate this on their **VCE and VCAL Student Personal Details** form. Identifying a student as having EAL status does not automatically enroll the student in EAL.

Students who complete Bridging English as an Additional Language, which is available only as Units 1 and 2, are not automatically considered eligible for EAL status for Units 3 and 4 of English as an Additional Language.

Students who are applying to seek EAL status must meet one of the three criteria outlined below:

Criterion 1: A student:

- will **not** have resided in Australia or another predominantly English-speaking country for a total period of more than seven years prior to 1 January in the year the student will be undertaking Units 3 and 4 EAL* **and**
- has been enrolled in schools where English has been the student's major language of instruction for a total period of seven years or less over the period of their education[^]

Criterion 2: A student is an Aboriginal or Torres Strait Islander person whose first language is not English

Criterion 3: A student is deaf or hard of hearing and meets the eligibility requirements

*The period of seven years is to be calculated cumulatively over the student's whole life. The calculation of time spent in Australia is made from the date of last arrival plus any previous periods of time spent in Australia or any predominantly English-speaking country. Time spent out of Australia during school holidays should be included in the accumulation towards the seven years because there would have been no disruption to education during these periods.

[^]Schools must sight the student's overseas school reports to confirm that the language of instruction was not English during this period.

Special circumstances for EAL status

There are special circumstances that may be considered by the VCAA in determining a student's eligibility for EAL status, including:

- minimal or no primary school education
- material interruptions to schooling during primary years, particularly if there were changes to the language of instruction material interruptions to schooling after arrival in Australia.

The following are not grounds for a special application for EAL status:

- the language spoken in the student's home
- the standard of the student's spoken and written English
- the failure of the student's school to provide EAL assistance to the student.

VASS disables EAL approval for students whose country of origin is Singapore or India, even though the student may have resided in Australia for less than seven years. A message on VASS will appear, stating 'EAL eligibility for this country of origin can only be approved by the VCAA'. The school must forward the application to the VCAA for a thorough assessment. These applications need to include supporting school documentation and passport stamp and/or international movement records, to determine whether the student is eligible for EAL status. If the application is reviewed by the VCAA, and the approval granted, it will be entered on VASS and the school will be able to enroll the student in English as an Additional Language. This application and supporting documentation should be forwarded to the Student Records and Results Unit as soon as possible (which should be in the year prior to undertaking Units 3 and 4 English as an Additional Language).

Students who are deaf or hard of hearing

Students seeking EAL status on the grounds of being deaf or hard of hearing must:

- produce evidence of a hearing test administered by the Australian Government Hearing Services Program, or an equivalent body, not more than two calendar years before the year of enrolment in a Unit 3–4 sequence. The audiogram and accompanying report submitted must show that the student has a hearing loss of 60 decibels or greater in their better ear. Other aspects of hearing loss, such as issues relating to sound frequencies, should be noted in the report. The report should be written in an accessible language, with the implications of the audiogram results clearly explained
- have been ascertained by the Visiting Teacher Service as being eligible for assistance on the basis of being deaf or hard of hearing, or be enrolled in a school for the deaf or hard of hearing or a recognised unit or facility for the deaf or hard of hearing attached to a regular school.

To satisfy the requirements of English or English as an Additional Language, students who are deaf or hard of hearing may undertake an alternative assessment task to the one specified in the English or English as an Additional Language study design. For those students who are deaf or hard of hearing and who have a limited capacity for oral communication, an alternative may be a data presentation (for example, using Microsoft PowerPoint) or a presentation using Auslan, which is translated into speech by an interpreter.

3.7. Unscored VCE

Unscored or Non-ATAR VCE may be an option for a student undertaking Year 12 VCE. This option is only available where full parent/guardian consent is obtained and will be put into place by the end of Term three in the final year of the students VCE year.

Students undertaking Unscored VCE will not be awarded an ATAR therefore entry to university is not available immediately following Year 12. Unscored VCE students will not be required to complete the end of year examinations and will not be awarded study scores for any of the studies they are completing.

When an 'Unscored VCE' is approved by the College Principal and the parent/guardian the student will still be required to:

- Pass both Unit 3 and 4 of English and Unit 3 and 4 of at least 3 other subjects

- Complete SACs that are scored as satisfactory or unsatisfactory *from the time that the Unscored VCE is approved),
- Complete all home study and other tasks as assigned by the Year 12 subject teacher.

Students are required to:

- Maintain 90% attendance,
- Complete a minimum of 10 hours of home study per week including school holidays.

Any student considering an Unscored VCE is required to:

- Maintain a Grade Point Average of 4.0 or higher
- Maintain up-to-date Course Work
- Meet with members of the Senior Years Leadership team (their parent/carer),
- Consider that Unscored VCE will not be decided until Term Two – this is at the discretion of the Senior Team,
- Sign an Unscored VCE contract once approval has been given,
- Consider that final approval for an Unscored VCE is the decision of the Principal of Mount Ridley P-12 College.

4. Assessment: Satisfactory completion of VCE units

For satisfactory completion of a Victorian Certificate of Education (VCE) unit, students must demonstrate their achievement of the set of outcomes as specified in the study design. The decision about satisfactory completion of outcomes is based on the teacher's judgment of the student's overall performance on a combination of set work and assessment tools related to the outcomes. Students should be provided with multiple opportunities across the learning program to develop and demonstrate the key knowledge and key skills required for the outcomes for the unit.

The decision to award an S for satisfactory completion of a unit is separate from the assessment of levels of achievement for study score calculation. VCE unit results (S or N) contribute to satisfactory completion of the certificate.

Final School-based Assessment scores contribute to the calculation of a study score. Where the assessment item developed combines the demonstration of outcomes (S or N) and levels of achievement (scored assessment), best practice would support students who did not meet the outcome through the completion of the assessment item being afforded additional opportunities to demonstrate the outcome; for example, a teacher may consider work previously submitted, provided it meets the requirements. Students may not resubmit work to improve a School-based Assessment score.

4.1. Satisfactory VCE Unit Result

For Satisfactory completion of a Victorian Certificate of Education (VCE) unit, students must demonstrate their achievement of the set outcomes as specified in the Study Design. The student will receive an S (satisfactory) for a unit if the teacher determines that the student has:

- produced work that demonstrates achievement of the outcomes
- submitted work that is clearly their own and can be authenticated.
- Observe the school policy and VCAA rules in regard to assessment, submission of work and attendance.

4.2. Non-Satisfactory VCE Unit Result

The student will receive an N (not satisfactory) for the unit when one or more of the following occurs:

- the work does not demonstrate achievement of the outcomes
- the student has failed to meet a school deadline for the assessment task, including if an extension of time has been granted for any reason, including special provision
- the work cannot be authenticated (for example, through lack of attendance)
- there has been a substantial breach of VCAA rules and the school's rules and procedures.

4.3. Redeeming outcomes: submitting further evidence for satisfactory completion

If, in the judgment of the teacher, work submitted by a student does not meet the required standard for satisfactory completion, the teacher may consider other work relating to outcomes that has been undertaken and submitted by the student for the unit. This work may include class work, homework, additional tasks or discussions with the student that demonstrate their achievement of the outcome. The school may decide to delay the decision about satisfactory completion to allow a student to complete or submit further work.

A student may only submit further evidence, or resubmit a School-based Assessment for reconsideration, to redeem an N to an S for the outcome. Students may not resubmit to improve a School-based Assessment Score.

4.4. Student Appeals

Units 1 and 2: Students may appeal the final decision within the school. Appeals should be made to the Director of Senior Years (Years 10- 12) Accountability.

Units 3 and 4: Students have the right of appeal to the VCAA if a penalty has been imposed because of a breach of rules. Appeals must be made no later than 14 days after the school decision. Full details of the appeals process can be found in the VCE and VCAL Administrative Handbook, or alternatively on the VCAA website.

A student may utilise his or her right of appeal to the College in regard to decisions about non-satisfactory completion of a unit, special provision or a breach of rules, by observing the following process:

- The student must apply in writing to the Deputy Principal: Curriculum within 14 days of receiving notification by the College of the result for the unit.
- The Deputy Principal will seek to address all matters relevant to the appeal with the student and teacher in question.
- An appeals committee consisting of 3 members of the Senior Years Leadership team will consider all records relevant to the case.
- The appeals committee, including the subject teacher, may wish to interview the student (a minimum of 24 hours' notice of such an interview would be given). A parent or friend would be permitted to attend such an interview in a support role only (not as an advocate).
- Decisions made by the appeals committee would be communicated to the student in question within 14 days of the interview (or the appeals committee meeting).

Students may appeal to the VCAA in regard to school decisions about a breach of rules, but not in regard to a disagreement with teachers on school assessed coursework assessment.

Teachers who believe that a breach of rules has occurred in a School-Based Assessment should report the incident in accordance with the College's procedures and an investigation into the breach should take place. Teachers must identify the alleged assessment breach and inform the students as soon as possible, informing them of the rules allegedly breached. The processes around procedures for non-satisfactory completion of work and the subsequent appeals process are outlined in the VCE student handbook distributed to students at the commencement of their VCE program

4.5. VCE Grade Assessment Tasks

Units 1 and 2 are school assessed. Students will receive grades as an assessment of their level of performance. However, these grades will not be included on the official statement of results provided by the Victorian Curriculum and Assessment Authority.

In every Unit 3 and 4 study students are assessed both internally and externally. VCE studies are internally assessed using 'School Assessed Coursework' (SACs) and in some studies using 'School Assessed Tasks' (SATs).

In October and November students are assessed externally during external examination period.

VCE examinations at Mount Ridley P12 College are conducted in accordance with VCAA and College policies. Students completing Unit 1 and 2 subjects will complete internal exams at the end of each unit in June and November. For students completing Unit 3 and 4, students will undertake externally assessed exams in October and November. In addition to the external exams, Unit 3 and 4 students will also sit internal practice exams in either Term 4 Week 1 or the first week of the September school holidays.

From 2022, the General Achievement Test (GAT) will be split into two sections:

- Section A will assess literacy and numeracy skills
- Section B will assess skills in mathematics, science, technology, the arts and humanities, with an increased focus on critical and creative thinking skills.

All VCE and Senior VCAL students will be required to sit Section A of the GAT, which is usually scheduled in June.

VCE and Senior VCAL students who are enrolled in one or more VCE or scored VCE VET Unit 3-4 sequence are required to sit both Section A and B. This includes students who are enrolled in the VCE or a scored VCE VET Unit 3-4 sequence who are not planning to undertake their scored assessments.

If a student has already met the standards in a previous year and they are enrolled in VCE Vocational Major but not in any VCE or scored VCE VET Unit 3-4 sequences, they will not be expected to sit Section A. However, they may opt to do so if they wish.

Students will need to sit both Section A and B of the GAT if they are enrolled in one or more VCE or scored VCE VET Unit 3-4 sequence, even if they have met the literacy and numeracy standards in a previous year.

The GAT score is used by the VCAA to calculate derived examination scores and to check for accuracy of external examination marking.

4.6. Statistical Moderation

School-Assessed Coursework (SAC's) is based on an assessment of each student's overall level of achievement on the assessment tasks specified in the study design for assessing achievement of the unit outcomes.

Schools provide a score for each component of coursework specified in the study design. The VCAA aggregates these scores into a single total score for each student, which is then statistically moderated against the examination scores in the study.

The General Achievement Test (GAT) may also be used in statistical moderation.

Statistical Moderation of school-based assessments by the VCAA will utilise a reference score for each student formed from the related examination score and, where justified, the GAT component score. This will ensure that the top moderated assessment within the College group equals the top individual student reference score, i.e. the rank order of school assessed coursework is unchanged.

School-assessed Tasks (SATs) are set by the VCAA to assess specific sets of practical skills and knowledge. Teachers assess the student's level of achievement on the basis of a rating against criteria specified by the VCAA.

Schools provide a single score for each student, which is then statistically moderated against the examination scores in the study.

5. School Based Assessment

There are two forms of School-based Assessment for VCE Units 3 and 4:

- School-assessed Coursework (SACs), which consists of a set of assessment tasks that assesses each student's level of achievement in Units 3 and 4 outcomes as specified in the study design. Schools provide a score for each component of coursework specified in the study design. The Victorian Curriculum and Assessment Authority (VCAA) aggregates these scores into a single total score for each student, which is then statistically moderated against the examination scores in the study. The General Achievement Test (GAT) may also be used in statistical moderation.
- School-assessed Tasks (SATs) are set by the VCAA to assess specific sets of practical skills and knowledge. Teachers assess the student's level of achievement on the basis of a rating against criteria specified by the VCAA. Schools provide a score for each criterion. The VCAA aggregates these scores into a single total score for each student, which is then statistically moderated against the examination scores in the study. The GAT may also be used in statistical moderation.

School policies and procedures, including the conditions and rules under which School-based Assessment will take place, must be communicated to students and parents/guardians at the beginning of the academic year or when a student enrolls in any Victorian Certificate of Education (VCE) unit at the school. At Mount Ridley P12 College this is outlined in the VCE Handbook and is updated each year.

Each VCE unit result must be determined on the basis of evidence of achievement completed during the academic year in which the student is enrolled. The VCAA recognises that some schools will begin teaching programs late in the year before enrolment. At Mount Ridley P12 College the VCE Step Up Program is 2-weeks in duration and must not include formal School-based Assessment.

5.1. Rules for authentication of School-based Assessment

Students must observe and apply the VCAA authentication rules for School-based Assessment. Students must sign an authentication record for work done outside class when they submit the completed task.

The VCAA authentication rules for School-based Assessment state that:

- a student must ensure that all unacknowledged work submitted for assessment is their own
- a student must acknowledge all resources used, including:
 - texts, websites and other source material
 - the name and status of any person who provided assistance and the type of assistance provided
- a student must not receive undue assistance from another person, including their teacher, in the preparation and submission of work
- acceptable levels of assistance include:
 - the incorporation of ideas or material derived from other sources (for example, by reading, viewing or note taking), but which have 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 another person's work, including their teacher's work, or other resources without acknowledgement
 - use of or copying sample answers provided by their teacher or another person
 - corrections or improvements made or dictated by another person, including their teacher
- a student must not submit the same piece of work for assessment in more than one study, or more than once within a study
- a student must not circulate or publish written work that is being submitted for assessment in a study in the academic year of enrolment
- a student must not knowingly assist another student in a breach of rules
- in considering if a student's work is their own, teachers should consider if the work:
 - is atypical 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.

5.2. School Assessed Coursework

Teachers must develop courses that include appropriate and varied learning activities to enable students to demonstrate achievement of outcomes. To ensure that the work submitted by the students is clearly their own, undue assistance should not be provided to students while undertaking assessment tasks.

Students should be clearly informed of the timelines and the conditions under which assessment tasks are to be conducted, including whether any resources are permitted.

Work completed outside class

Most work for the assessment of unit outcomes and School-assessed Coursework will be completed in class; however, this does not preclude normal teacher expectations for students to complete research and learning activities that contribute to gaining key knowledge and skills outside of class time.

Additional work and study undertaken outside of class time will be required as part of the student's regular learning program. The setting and marking of work with a formative focus provides students with the opportunity to develop their knowledge and skills, and for teachers to provide diagnostic feedback.

A task for the assessment of unit outcomes may require preliminary preparation and activities associated with the task (for example, gathering necessary research data). The amount of work to be completed as homework is decided by the teacher, taking into account the nature, scope and purpose of the task. Students should be advised just before beginning the task that some information or data might be collected outside the classroom.

For School-assessed Coursework undertaken outside of class time, teachers must monitor and record each student's progress through to completion. This requires regular sightings of the work by the teacher and the keeping of records in the **Authentication Record for School-based Assessment** form (available as a download on the Victorian Assessment Software System, or VASS).

Drafting

Teachers are not required to formally sight drafts or record students' completion of drafts unless it is a requirement of the VCE study design and/or for authentication purposes. Drafting can remain a part of a teaching and learning strategy, and students may do preliminary drafting for School-assessed Coursework; however, students and teachers must ensure they follow the VCAA authentication rules regarding acceptable levels of assistance in relation to providing feedback on the draft, in order to maintain the integrity of the School-assessed Coursework and ensure the authenticity of the student work.

5.3. School Assessed Tasks (SAT's)

Teachers must ensure that there is a sufficient range of topics within their class to distinguish each student's work and, therefore, to assist in the authentication process.

Teachers are required to follow the authentication advice in the relevant Administrative Information for School-based Assessment for their VCE study, available on the VCAA website, to ensure no undue assistance is provided to students during the development of a SAT that might lead to uncertainty about the student's authorship or ownership of the work.

Teachers must monitor and record each student's development of work, from planning and drafting through to completion, in the study-specific School-assessed Task Authentication Record form, also available on the VCAA website. This requires regular sightings of the work by the teacher.

Observations of individual work done in class should be recorded. The teacher and student must sign each recorded observation.

Drafts of School Assessed Tasks must be retained and submitted with the final work. Written comments are to be made on only one draft of any task. This draft will be initialed and dated by the teacher and then submitted by the student with the final work. Both the final submission and the draft will be submitted to VCAA if required for authentication review. Authentication records must be kept by subject teachers and so plans

and drafts must be seen in the classroom at regular intervals. Hence, teachers reserve the right to acquire all relevant verbal and written information pertaining to the completion of School-Assessed Tasks.

School-Assessed Task due dates are set by teachers so that they can be marked and the school assessments forwarded to the Director of Senior Years (10-12) Accountability prior to their request by the VCAA.

School-Assessed Tasks must be submitted by 9 a.m. or by an otherwise indicated time on the date and in the place advised by the teacher (which will have been approved by the Director of Senior Years (10-12) Accountability.) Any late submission of SATs, even by a matter of minutes, will result in the work being awarded an NA (not assessed). The lateness of this work will also be dealt with according to the procedures detailed in Section 8. Students are, accordingly, strongly urged to submit School-Assessed Tasks by the afternoon of the day prior to the due date in order to minimise the chances of mishaps preventing the prompt submission of the work.

School-Assessed Tasks (SATs) must be presented on or before the due date and no later than the specified time in the following manner:

- Submit their final task to the front of which is stapled the completed identification sheet issued by the teacher.
- Submit a copy of their task. (NB Students will incur the cost of all photocopies)
- Submit their teacher-annotated & signed draft.
- Sign the relevant declaration of authenticity for that SAT which acknowledges that all work is the student's own.

School-Assessed Tasks will be assessed by relevant subject teachers using the criteria and the assessment sheets produced annually by VCAA. Each criterion has a numerical scale of 0-5 and the sum of the scores for the criteria is forwarded to VCAA electronically on the School Initial Assessment Return (SIAR) file. Students may be made aware of the initial teacher assessment by means of a letter grade only although the subject teacher reserves the right to withhold this assessment pending confirmation by the VCAA's review procedure. It is possible for any assessment/grade to vary significantly after such a VCAA review.

5.4. Strategies for avoiding authentication problems

To reduce the possibility of authentication problems occurring in VCE Units 1–4, or problems being difficult to resolve:

- teachers should develop a teaching and learning program that provides opportunities for students to develop the required key knowledge and key skills to produce work that is clearly their own, without undue assistance from another person including their teacher
- teachers should ensure that tasks are kept secure prior to delivery, to avoid unauthorised release to students and thereby compromising the assessment. Tasks should not be sent by mail or electronically without due care
- a significant amount of class time should be spent on the task so that the teacher is familiar with each student's work in progress and can regularly monitor and discuss aspects of the work with each student
- students should document the specific stages of the development of work, starting with an early part of the task, such as the topic choice, list of resources and/or preliminary research
- copies of each student's written work should be filed at given stages in their development
- assessment tasks should not be recycled, unless modifications are made to ensure that students are unable to use other students' work from a previous academic year
- where commercially produced materials are being used for School-based Assessment, teachers must ensure the tasks meet the requirements of the study design and that they have been sufficiently modified to be unique to the College to enable student work to be authenticated
- where there are more than one class of a particular study in the College, the teaching team must apply internal moderation and/or cross-marking procedures to ensure consistency of assessments between teachers.

- Teachers are advised to apply the same approach to authentication and record keeping, as cross marking sometimes reveals possible breaches of authentication. The early liaison on topics and sharing of draft student work between teachers enables earlier identification of possible authentication problems and the implementation of appropriate action
- students should acknowledge tutors, if they have them, and discuss and show the work done with them. Ideally, liaison between class teachers and tutors can provide the maximum benefit for students and ensure that tutors are aware of the authentication requirements. Similar advice applies to students who receive regular help from a family member.

5.5. School Based Assessment: Breaches of rules and investigations

It is important to state in this policy that at the VCE level all cases of plagiarism, collusion or cheating may be very different in nature. The Director of Senior Years (10-12) Accountability will assess each case individually and will decide on the appropriate course of action.

If a student is undertaking an assessment under test conditions as a SAC they must comply with VCAA examination rules. A student must ensure that all unacknowledged work submitted for assessment is genuinely their own. If required, a teacher may ask the student to demonstrate their understanding of the task.

If a student is suspected of or has been found to have cheated/colluded on an assessment task or plagiarised the work of another, the student may be required to submit further evidence in order to demonstrate their knowledge and understanding of the task. Students may be required to:

- Provide evidence of the development of their work.
- Discuss the content of the work with the teacher and answer questions and/or verbally demonstrate their degree of understanding.
- Provide samples of other work completed that demonstrate understanding of the original task.
- Complete, under supervision, a supplementary assessment task related to the original task.

The student can still earn the right of redemption for cheating/colluding or plagiarising a SAC/SAT. If the student is allowed to resubmit or resit the SAC/SAT they will receive an official mark of 'UG' (Ungraded) for the SAC/SAT. The student can still achieve an 'S' result for the Unit if the minimum 40% benchmark is reached and the student has demonstrated understanding for each assessment criteria.

If a student has plagiarised, cheated or colluded part of/all their work or SAC from another student then the student who created the original work and willingly shared this may incur the same penalty as the student who plagiarised the work.

5.6. School Assessed Coursework Re-sits

If the student receives an 'N' result for the SAC due to not achieving the 40% benchmark, or by not addressing all criteria, but completed 80% or above of the coursework, the student will automatically qualify for a SAC re-sit.

Students are still required to meet the overall 40% benchmark and demonstrate an understanding of each assessment criteria through the re-sit task. To redeem, students may be asked to: re-do the original task, complete an additional task or submit further evidence to demonstrate their understanding of the outcome.

Students are required to complete SAC resits afterschool in Willandra 6 and 7. SAC's may be completed during timetabled study sessions, under the supervision of the Study Centre Manager, but must be approved after consultation with the Director of Senior Years (10-12) Accountability.

Students who are absent for the SAC resit must provide appropriate documentation to the Director of Senior Years (10-12) Accountability within 24 hours of returning to school. If the student is not able to provide appropriate documentation, they will not be provided with an opportunity to complete the resit task. In this case, students will receive their original score and an overall 'N' for the Unit.

5.7. Moderation

To ensure consistency in assessment, the College will undertake moderation of teacher assessments both within and outside of the College. Moderation is a process in which the assessments of teachers are compared across classes completing similar assessment tasks, with the objective of ensuring that individual teachers are consistently applying the assessment criteria to all tasks. The VCAA demands moderation of assessments when a class contains less than five students and recommends moderation when classes contain between 5 and 20 students

6. Scheduling Assessed Tasks (SAT's)

Teachers are advised to give students the dates for completion of assessment tasks in advance, considering the MRC Important Administrative Dates.

Teachers and the College, should take into account issues of authentication and student workload in deciding when specific details of tasks are given to students.

An extension may be needed to account for circumstances in which a student or group of students has not been given appropriate time to undertake or complete School-based Assessment.

6.1. Rescheduling assessment tasks for an entire class

If teachers wish to reschedule an assessment task because their students are not ready to be assessed, or due to other circumstances, they should provide adequate notification to all students in the class or classes.

An extension of time for all students in a class should be given only on the condition that they are all given adequate notice and that no student in the class or in another class is advantaged or disadvantaged.

7. Attendance

The College Student Attendance Policy is in line with the VCAA requirements. Consistent attendance is imperative, as this is what is required by the VCAA in order to award students their VCE and/or VCE VM certificate. The College advises that extended periods of absence (i.e.: family holidays) do not occur during the time students undertake their VCE or VCE VM, unless of course there are exceptionally mitigating and unavoidable circumstances; at which point the College should be notified in writing at least a term in advance. Attendance in class provides opportunities for student work to be authenticated by teachers. Work which cannot be authenticated will not be accepted for assessment and will be awarded 'N'.

As per the College Student Attendance Policy, it is an expectation that students in the Senior Years Mini School achieve a minimum of 85% attendance. The individual circumstances of each student will be taken into account. Students in VCE/VCE VM must provide a medical certificate if they are absent on the day of a School-Assessed Coursework (SAC). They will need to sit this on the next available Senior Years SAC re-sit evening from 3:30 to 5:30 pm or an alternate time determined by the Senior Years Leadership Team.

A unit of study is defined as equivalent to approximately 100 hours of study. It is expected that schools will offer 50 hours of formal classes" (VCAA – VCE Policy), and Mount Ridley P12 College requires that students attend no less than 85% of class time. Failure to meet this requirement may result in an N for the unit of work. This College based decision is final and not subject to VCAA appeal.

Authorised absences are not a VCAA breach of attendance. All VCE and VCE VM studies are based on an assumption of regular attendance and active involvement in classroom activities. Students, whose attendance is poor, are likely to have trouble in completing all the assessment tasks satisfactorily and may result in the teacher being unable to authenticate the students' work.

Group excursions and extra-curricular activities (such as sport, student leadership, drama productions, etc.) are recognised as approved absences. Official documentation needs to be given to the study teacher[s] prior to the absence. If there is a reason (not covered by medical certificates) why the student cannot attend school (e.g. family emergency), the student can apply to the Director Senior Years (Years 10-12) Accountability for a VCE/VCE VM approved absence, which is regarded in the same manner as a medical certificate.

Participation in non-curriculum-based programs will be subject to the approval by the Senior Years Leadership team. The criteria for approval will be based on meeting the attendance and academic requirements of the VCE and VCE VM.

Where student attendance is causing concern the subject teacher, the Mentor teacher, Team Leader, Student Manager, or any member of the Senior Mini School Leadership team may elect to speak with the student and parents about this matter. If the student's attendance is not rectified to meet the requirement, an "N" (Not Satisfactory) result may be awarded for the unit in question, and parents will be notified prior to the "N" being awarded. Cases in which students' attendance is likely to fall below the prescribed minimum due to prolonged illness may be given special consideration and exemptions from the usual requirements may be made at the discretion of the College Principal. If a student is in this situation, they seek advice from the Director Senior Years (Years 10-12) Accountability at the earliest convenience.

In circumstances where students have completed work, and even satisfied outcomes for a particular study, but there has been a substantive breach of the attendance rules above, the student may be awarded an "N" (Not Satisfactory) unit result by the Director Senior Years (Years 10-12) Accountability upon discussion of the matter with the relevant subject teacher. If the student wishes to appeal against a school decision, then the appropriate procedure described in must be followed.

It is the responsibility of the student who is absent to find out what work was covered in the missed classes and what work may have been set at that time and to act accordingly.

7.1. Attendance at VCAA examinations

Students are advised to attend every external assessment if at all possible. Students should not miss an external assessment merely because they do not feel able to do their best. The Derived Exam Score is designed for students who have completed the course leading to the external assessment, but have performed below expectations or cannot attend due to adverse circumstances. The VCAA does not expect a student to attend an external assessment against specific written medical advice.

If a student is ill, but able to attend the external assessment, they should inform their Director of Teaching Senior Years (Years 10 -12) Accountability and/or chief supervisor of their condition as soon as possible before or during the external assessment.

If a student cannot attend an external assessment, it is imperative that they notify the Director of Teaching Senior Years (Years 10 -12) Accountability immediately. A student who does not attend an external assessment, and whose application for a Derived Exam Score is not approved, will receive 'NA' for the external assessment.

Students at Mount Ridley P-12 College are required to remain in the examination room for the duration of all examinations.

8. Special Provisions with the VCE

VCAA Special Provision aims to provide students in defined circumstances with the opportunity to participate in and complete their VCE. Special Provision is available to students completing the VCE for classroom learning, school-based assessment and VCE external assessments. Specific eligibility requirements apply for each type of Special Provision.

8.1. Internal and External Special Provision

Mount Ridley P12 College has a set process to follow for putting in place Special Provisions for classroom learning and School Based Assessment.

For VCE external assessments, the VCAA is responsible for determining eligibility and for granting provisions in the form of Special Examination arrangements and the Derived Examination Score. Students who have not previously received internal provisions may still apply for external provisions with VCAA.

8.2. Eligibility for Special Provision

Students may be eligible for Special Provision if at any time they are affected in a significant way by:

- An acute or chronic physical or mental illness.
- Factors relating to personal circumstance.
- An impairment or disability, including a learning disorder.

If a student is granted either internal or external Special Provisions, teachers will be notified by Senior School Leadership Team of appropriate modifications that need to be made to student learning.

8.3. Derived Examination Scores (DES)

During the examination period, students may apply, to VCAA through the consultation with the Director of Senior Years (10--12) Accountability, for a derived examination score. Students eligible for a derived examination score would include but is not limited to:

- Those significantly affected by illness during the examination period.
- Those significantly impacted by factor relating to their personal circumstances and environment.

Students wishing to apply for a derived exam score will need to provide documentation from an appropriate professional (e.g. doctor) that supports their claim.

The purpose of a DES is to ensure that a student's final result for an external assessment reflects as accurately as possible the level of achievement that would be expected based on the learning and achievement the student has demonstrated in the study over the year.

A DES should not be used to compensate for learning or achievement that has not been possible because of long-term illness or other ongoing conditions that have been present over the year. If an illness or personal circumstance has been so severe that a student has not been coping with the demands of the VCE, Compassionate Late Withdrawal or Interrupted Studies status should be considered.

9. Feedback

After work is submitted and marked, teachers WILL provide FEEDBACK to students in the form of:

- Advice on particular problem areas.
- Advice on where and how improvements can be made for further learning.
- Reporting S (Satisfactory) or N (Not Satisfactory) decisions and/or written comments on students' performance.

As per the College Assessment and Reporting Policy, work is to be returned with meaningful feedback in a time period of 2 weeks from the initial assessment date. This is a maximum period of time, whereas at VCE the turnaround time is expected to be with 5 days. Teachers ARE NOT permitted to mark or provide comments on any draft of work that is to be submitted for coursework assessment.

A staff member may in the process of returning completed SACs undertake the following approach:

- Provide students the original copy with feedback
- Provide students time with the original copy, and collect the SAC, allowing students to retain feedback. In this instance the staff member can opt to undertake the following:
 - If asked by a student, provide original copy whilst retaining a photocopy
 - Return all original SACs for examination revision at the conclusion of Units 2 and 4.

10. Study Centre arrangements and leaving school grounds

Year 12 students will have Study Sessions included in their timetables.

Students are not permitted to leave the College at any point during the day without a written note from a parent that is provided to the Senior Years Mini School. This will be counted as a 'parent approved absence' not a 'school approved absence' and will impact on overall attendance.

All students are expected to be purposefully occupied with teacher-approved and/or study-related activities

in the Willandra Study Centre during study periods as well as during lessons. Students who waste private study time, cause disturbances or are not in their required location during private study periods will be issued with a consequence. Additionally, students who leave their specified private study area without permission for any reason will be subject to discipline.

Study Sessions must be completed onsite at the College in the Willandra Study Centre. The 'study pods' and laptops may be booked during Study Sessions.

Requests to complete Study Sessions offsite of the College will not normally be granted unless the circumstances are exceptional. A signed letter for the students parent/guardian outlining the reason for the request as well as supporting documentation (such as medical recommendation) is also required. The Director of Senior Years (Years 10-12) Accountability will decide the outcome of any requests. Approval will not normally be granted unless the circumstances are exceptional.

SUPPORTING DOCUMENTATION

- VCE and VCAL Administrative Handbook:
<https://www.vcaa.vic.edu.au/Documents/handbook/2022/AdminHandbook2022.pdf>

POLICY REVIEW AND APPROVAL

Created date	May – June 2022
Consultation	Various staff groups May – June
Endorsed by	Principal – Carmelo Pagano
Endorsed on	9 th August 2022
Next review date	August 2024 (every two years)