

# VCE POLICY HANDBOOK 2021

The purpose of this handbook is to provide teachers, parents and students with a reference manual of current Victorian Curriculum and Assessment Authority (VCAA) policies for VCE at both the State and College level. It contains general rules about VCE and specific procedures followed at Rainbow P-12 College.

#### References

VCAA, VCE and VCAL Administrative Handbook, 2020.

[www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)



## PREFACE

This policy handbook has been developed as a resource to assist students and teachers at Rainbow P-12 College in matters relating to Victorian Certificate of Education (VCE) studies to reinforce our desire to be consistent in our practices, expectations and assessment guidelines. It also contains some information based on the Rainbow P-12 College Student Code of Behaviour.

The Victorian Curriculum Assessment Authority (VCAA) is responsible for the development, maintenance and implementation of the VCE. The information in this booklet is based on the VCE Administrative Handbook, an official publication of VCAA.

Rainbow P-12 College is fully accredited to deliver the VCE. The College Principal is responsible for ensuring that all the requirements of VCAA are carried out and that students are given a thorough understanding of the program and adequate support to effectively manage their studies. To this end, all VCE students are given access to a copy of this policy handbook to ensure that they have ready access to the correct information and processes regarding their senior school studies.

Students enrolled at Rainbow P-12 College must abide by the administrative guidelines and regulations of the VCE and also the Student Code of Behaviour.

It is the responsibility of teachers to be fully aware of VCAA and Rainbow P-12 College rules relating to the VCE. All issues regarding the VCE will be managed using the VCAA “VCE and VCAL Administrative Handbook”, updated annually by VCAA.

## ‘Child Safe’ Statement

Rainbow P-12 College is a ‘Child Safe’ environment in accordance with the Victorian Government Guidelines. Our College actively promotes the safety and wellbeing of all students, and all school staff are committed to protecting students from abuse or harm in the school environment, in accordance with their legal obligations including child safe standards. Rainbow P-12 College has a Child Safety Code of Conduct consistent with the Department of Education and Training’s exemplar.

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# Victorian Certificate of Education (VCE)

The Victorian Certificate of Education (VCE) is a senior secondary certificate of education recognised within the Australian Qualifications Framework (AQF). It is designed to be completed over a minimum of two years and includes general education curriculum components (VCE studies) and programs from Vocational Education and Training in Schools (VETiS) qualifications.

Each VCE study is designed to provide a two-year program. Studies at Unit 1 and Unit 2 level are nationally and internationally benchmarked to a Year 11 standard, and studies at Unit 3 and Unit 4 level are benchmarked to a Year 12 standard. In many studies, there are multiple options for students to choose from, such as a choice of mathematics studies and histories. Units 1 and 2 can be completed as single units and Units 3 and 4 in each study are designed to be taken as a sequence.

Satisfactory completion of a VCE unit is based on successful completion of outcomes. Each VCE unit comprises a set of two to four outcomes. Satisfactory completion of units is determined by the school, in accordance with Victorian Curriculum and Assessment Authority (VCAA) requirements. The learning outcomes and associated assessment tasks are specified in accredited VCE study designs.

Levels of achievement for Units 1 & 2 are determined by schools and not reported to the VCAA. Levels of achievement for Units 3 & 4 sequences are assessed using School-based Assessment and external examinations. Each VCE study has three graded assessment components: either one School-based Assessment and two examinations, or two School-based Assessments and one examination. Each of the three graded assessment components contributes to a study score. Scored VCE VET studies have only two graded assessment components, comprising one School-based Assessment and one examination. Graded assessments are reported on an 11-point scale as grades A+ to E or UG (Ungraded).

There is one examination period each year. The performance and oral examinations occur in October and the written examinations are held in October and November. The General Achievement Test (GAT) is conducted in June.

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

- School-assessed Coursework (SAC) 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 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. These occur in subjects such as Product, Design & Technology, Art and Media. 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.

SACs are usually one-off, relatively shorter tasks, whilst SATs are usually conducted over a longer period of time.

## Eligibility for award of the VCE

The VCE is awarded on the basis of satisfactory completion of units according to VCE program requirements, as set out in accredited study designs. The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. 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, and examinations. School-based Assessment is generally used to determine both satisfactory completion of the unit and assessment for a study score. However, it is not a requirement that these be scored for the student to be eligible for the VCE.

A student may be eligible for the award of the VCE where they have submitted School-based Assessments for satisfactory completion of units but have not been assessed for levels of achievement in the study and have not sat examinations. In these cases, the teacher judges that the student has achieved the outcomes for a study based on the evidence provided by the student, without assessing for levels of achievement. Where there is no assessment of levels of achievement for any part of the study, a student will not have a study score calculated. **Students should only elect to do non-scored based assessment as a last resort.** Our college will always **strongly encourage** students to complete scored assessment as well as undertake all end-of-year exams.

If no score is provided for the unit, the student will not receive a study score. When making their enrolment selection, students should consider the requirements for satisfactory completion and the award of the VCE. Absence of graded assessments may limit a student's options for further training, study and work. Students should be encouraged to attempt all graded assessments, wherever possible.

Study for the VCE is normally completed over at least two years, but students may accumulate units over any number of years. It is possible for students returning as adults, and students who have received credit equivalent to a full Year 11, to complete their VCE in a single year.

Most students will be advised to complete a total of 22 units. Generally, students will do 12 units in Year 11 and 10 units in Year 12. Some students also complete two units in Year 10 therefore a total of 24 units may be completed in their VCE program. In practice, our college encourages students to complete 22 or more units, rather than complete less than 22 units during their VCE course.

When making their enrolment selection, students should consider the requirements for satisfactory completion and the award of the VCE.

## Minimum requirements for the award of the VCE

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

- Three units from the English group, with both Units at 3 & 4 level
- At least three sequences of Units 3 & 4 studies other than English, which may include any number of English sequences once the English requirement has been met.

Units 1&2 may be completed separately (although usually completed as a Unit 1&2 sequence) **whereas Units 3&4 must be completed as a sequence.**

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

Students undertaking atypical programs may have their previous studies or experience counted towards the awarding of the VCE. These students are adult students with no Year 12 results, adult students with Year 12 results prior to the VCE, students with credit from interstate and overseas studies, and students with previously attained VET qualifications or credit from VCAL.

## The English requirement for the award of the VCE

The minimum English requirement is three units from the English group, with successful completion required of **both** Units 3 and 4. English units may be selected from Foundation English Units 1 & 2, English Units 1 to 4, EAL Units 1- 4, English Language Units 1 to 4, and Literature Units 1 to 4.

No more than two units at Units 1 & 2 level selected from the English group may count towards the English requirement.

The English group at this level comprises English Units 1 & 2, English Language Units 1 & 2, Foundation English Units 1 & 2 and Literature Units 1 & 2.

English Units 3 and 4 and EAL Units 3 & 4 are equivalent sequences and a student may not count both towards the award of the VCE.

Units from the English group may also contribute to the sequences other than English requirement. In calculating whether students meet the minimum requirements for the award of the VCE, the VCAA first calculates the student's English units.

Once students have met the English requirement, or have satisfied an English sequence, any additional sequences from the English group will be credited towards the sequences other than English requirement.

Adult students, students with credit from interstate study, and students with credit from overseas study can use their previous studies and experience for the English requirement.

Students should refer to the table on page 5 of the VCE Administrative Handbook for possible combinations of this requirement.

## Teacher Responsibilities and College Expectations

Teachers have responsibilities and these must be abided by. Students can expect their teachers to do the following:

- Be punctual to class and be well-planned and organised
- Teach the Study Design and keep up to date with course requirements via the VCAA Bulletin
- Ensure all students have access to timely advice, support and feedback
- Return work in a timely manner (within two weeks of submission date)
- Be available to help them within class and, if previously arranged, out of class time
- Make sure that all students (in multiple classes) have the same conditions and arrangements for assessment activities
- If a teacher is absent, wherever possible, work is left for students to complete

It is the professional responsibility of the subject teacher to access the **current** Study Design and keep up to date with requirements of the subject and assessment activities. In the case of multiple classes and teachers, all assessment tasks and coursework **must** be moderated. Teachers must ensure that all students are treated in a fairly and consistently, particularly in the case of assessment.

It is the responsibility of the teacher to ensure that work is assessed and returned to students in a timely manner (within two weeks from the date of submission) with constructive, written feedback for students to act upon.

Where work is moderated, individual teachers cannot make comments about the marks given (or in some cases how these marks might have changed) by the group or individual teachers. It must also be stressed that in Units 3&4 these marks are not final as coursework scores are subject to Statistical Moderation by the VCAA and therefore may change. Classroom teachers should not disclose marks until after the moderation process has taken place.

Marks for School Assessed Tasks (SATs) in Units 3&4 will not be disclosed until assessment has been confirmed by the VCAA and the results forwarded to the school. All teachers need to meet the deadlines for marks and S and N results set by the school and VASS.

It is an expectation of the college that all teachers will be at school ready to teach their VCE classes as prolonged or frequent absences can interrupt the programs and learning of VCE students. Absences due to illnesses and other serious circumstances are clearly outside the control of teachers.

Teachers should be prepared to cater for students who display the full spectrum of application and engagement levels. This will range from those students who are self-directed, ready to work and fully motivated to those students who are not. However, our college sets high expectations for students and endeavours to offer all students the opportunity to succeed at the highest level. As part of the role and responsibility of a teacher, it is necessary for teachers to plan their classes and activities using the agreed Rainbow P-12 College Instructional Model to cater for a range of student learning preferences and abilities. Teachers should not hesitate to discuss any issue with the relevant Wellbeing Coordinator if classroom expectations are not being met, as well as recording these issues on Compass Chronicle.

Teachers are also expected to communicate in a timely fashion with the Wellbeing Coordinator and record on Compass when students are at risk, not completing work, or needing to redeem their work.



## Student Responsibilities and College Expectations

It is an expectation of our College that all VCE students will be fully engaged in their learning and achieve their best in everything they do. Students are responsible for their own learning and behaviour and must work in partnership with their subject teachers. All VCE students are expected to follow the school rules set out in the Student Code of Conduct. It is also a requirement that no student will interfere or stop students from learning or the teacher from teaching. Students who do not follow the Student Code of Conduct or who continually interfere with the learning of others may find that they are not able to maintain their enrolment in VCE classes. If a student is experiencing difficulties with either the teacher or other students, they should talk to the teacher first (out of class time where possible) and if there is a serious issue, they should contact their Wellbeing Coordinator.

Students must complete and submit the relevant Student Personal Details form to their school for each year in which they enrol. This should be completed in the first two weeks of the school year. The accuracy of student details should be audited against information provided on a student's form and the school should check the all details for accuracy. Before undertaking, any studies all students must sign an agreement to abide by VCAA regulations.

The mechanisms of the VCE contain a curious blend of terminology, acronyms and procedural requirements. It is the responsibility of both teachers and students to be current and familiar with this information using the resources provided. If teachers or students have any questions in relation to these issues, they should seek clarification from the VCE Improvement Coordinator or the Principal.

The senior years are 'high stakes' and an important preparation for further study and future employment. As such, the college expects all senior students to obey the VCAA and college VCE rules as well as:

- Choose their course with care and have a strong commitment to their studies
- Attend school on time
- Attend all classes
- Come prepared for work, with the correct books and equipment
- Participate in all school activities
- Work quietly and productively in class and in all study periods
- Be attentive and follow all reasonable directions from teachers
- Keep records of work set and due dates in their diary
- Satisfactorily complete all work requirements and outcomes
- Do sufficient home study to maintain progress in learning
- Obey the VCAA and college VCE rules
- Behave in a mature manner, speak politely and consider the rights of others
- Stay in class until the bell sounds and the teacher dismisses you
- Model the college values & expected behaviour guidelines
- Wear correct college uniform.

### **BALANCING STUDY, WORK AND RECREATION**

Senior students are expected to complete between 1 and 3 hours of home study each night and up to 6 hours total each weekend. In busy assessment times or in the lead up to exams, students may be required to work even harder and longer. Ensure that a sensible balance of social activities, part time work, sport, study and sleep is achieved. If students are not able to manage home study requirements and are falling behind with course work, then you should seek guidance from the school and adjust your other commitments so that schoolwork does not suffer. Your VCE should be your number one priority.

## PERSONAL PROBLEMS AFFECTING YOUR STUDY

You should see Teachers, Form Teacher, VCE Improvement Coordinator, Wellbeing Coordinator, Assistant Principal or Principal immediately if you;

- Have any problems affecting your course or units
- Are having difficulties managing your chosen studies
- Need help with personal or family problems.

**We are here to help! You just have to let us know.**

## Homework

### *Rationale*

Rainbow P-12 College regards homework as a vital component of every student's education. Specifically, homework is used:

- To develop students' responsibility for their schoolwork
- To facilitate the development of organisational skills and good work habits
- To complement and reinforce what is done in class
- To foster independent learning

**A student with good organisation and resources should average:**

**Year 11: 1-3 hours per night and more on weekends**

**Year 12: 2-4 hours per night and more on weekends**

All students should have a study timetable to manage their time both here at school and outside of school. Students will be provided with support to construct these timetables. Having an appropriate place to study at home is the responsibility of the student and their parent/caregiver.

## Change of Subject and Withdrawal from a Subject

Students will only be permitted to change subjects within the first two full weeks of starting Units 1 to 4. Changes will not take place mid-way through completing units to limit the disruption to the school program. Students must follow the procedure for changing a subject as outlined in the 'Change of Subject' form. This form can be found in the appendix at the end of this booklet.

### NOTE

Students may choose to withdraw from their studies at any time. **BUT**, the records of their enrolment can only be withdrawn from a unit if the **ENROLMENT DATE** for that unit has not passed. Also, student enrolments cannot be withdrawn from the VCAA database if there are already results recorded for the enrolment. Students withdrawing **after** the 'enrolment date' will receive an 'N' (Not Satisfactory) for the unit.

## Enrolment Expectations and Minimum Subject Selections

Students enrolled as Year 11 are **expected to be enrolled in 6 subjects**. These can include:

- VCE classes
- VET classes
- VCAL classes
- SBAs and other school-approved work placements

The minimum enrolment for Year 11 VCE students is 5 subjects. Students will **ONLY** be permitted to undertake 5 subjects in Year 11 if:

- They are undertaking additional rigorous study such as TAFE or a University subject outside of Rainbow P-12 College (with a minimum of 40 hours of class time per unit), or
- They are a Special Needs/Special Provision student, or
- They are undertaking a special program outside of school necessitating significant amounts of work and/or absence from school that could not reasonably be put off until after VCE

Students enrolled as Year 12 are **expected to be enrolled in 5 subjects**. These can include:

- VCE classes
- VET classes
- VCAL classes
- SBAs and other school-approved work placements

The minimum enrolment for Year 12 VCE students is 4 subjects. Students will **ONLY** be permitted to undertake 4 subjects in Year 12 if:

- They are undertaking additional rigorous study such as TAFE or a University subject outside of Rainbow P-12 College (with a minimum of 40 hours of class time per unit), or
- They are a Special Needs/Special Provision student, or
- They are undertaking a special program outside of school necessitating significant amounts of work and/or absence from school that could not reasonably be put off until after VCE.

Students must note that the completion of a Unit 3/4 in Year 11 is **NOT** a reason in itself to do less than 5 Unit 3/4s subjects in Year 12.

## Compassionate Late Withdrawal

A student may, under exceptional circumstances, be given approval for Compassionate Late Withdrawal from VCE Units 3 and 4. The principal or principal's delegate must apply to the Manager, Student Records and Results Unit (VCAA), on the student's behalf, for permission to withdraw from one or more VCE Units 3 & 4 studies. Documentation of the exceptional circumstances must be included.

Compassionate Late Withdrawal is not available to students who are not coping with the demands of VCE studies **because they have not been prepared to commit significant school and home time to their studies**. This provision is designed to assist students who have made a genuine attempt to continue with their VCE studies while suffering major adverse circumstances but find that they cannot complete their studies. If the exceptional circumstances claimed are for medical reasons, evidence from a qualified person, for example a general practitioner or psychologist, is required as part of the application. Compassionate Late Withdrawal from a Unit 3 and 4 study will not be approved if a student has a final, reported grade for an examination or School-based Assessment.

Any student wishing to change or withdraw from a subject must complete the Application for Subject Change / Subject Withdrawal (appendix H) and have the application supported by a parent or guardian. All decisions in regard to these matters will be communicated to the parent or guardian in all instances.

# Attendance

## Rationale

In order to maximise student achievement and outcomes, Rainbow P-12 College requires students to be punctual and attend all classes with appropriate materials and completed set work so that teaching and learning can be effective and curriculum standards/requirements are met. Rainbow P-12 College sets minimum class time and attendance rules. These are aimed to allow sufficient class time for all students to successfully complete required tasks and set work and to allow teachers to authenticate student work.

## Attendance Requirements

According to VCAA, all VCE units require 50 hours of class time. Therefore, in accordance with VCAA guidelines, students enrolled in any VCE classes must attend a minimum of **85%** of scheduled class time for each VCE unit (semester) to guarantee a satisfactory result if all outcomes are successfully met.

Students who do not attend at least **85%** of scheduled classes may receive an 'N' for that unit (extenuating circumstances can exempt this). Minimum attendance requirements are set so that VCE teachers can authenticate student work and meet VCAA authentication guidelines. **If a student's attendance drops below 85%, they will have the opportunity to redeem their attendance through catch-up sessions.** If this is refused or the attendance is still below **85%**, they may receive an 'N' for that unit.

A VCE student's absence from class will be deemed either an approved absence or an unapproved absence. Approved absences will not count as a missed class.

Approved absences include:

- Those covered by a medical certificate or similar documentation
- Those caused by the student's participation in another aspect of the college's educational programs (such as sport, cultural events, excursions or camps)
- Special Provision is available in cases of extended absence due to illness or special circumstances. The student is responsible for applying for Special Provision

Unapproved absences include:

- Absences covered by a parent or guardian note, but without a medical certificate
- Holidays taken during school time
- Absence from a whole school activity
- Lateness to class. A student who is late to class during the day may be permitted to enter the class at the discretion of the teacher but will be recorded as 'late' and this lateness will be counted as an unapproved absence for the time missed.

**As a guide, students who miss approximately 12 periods of a unit in a semester may not satisfy the attendance requirement and may receive an unsatisfactory for the unit. This may result in an N (Not satisfactory) for the unit.**

# Satisfactory Completion Policy

## Rationale

The Rainbow P-12 College VCE (Satisfactory Completion) policy is based on the following:

- All students have the right to complete their School Assessed Coursework (SAC) under the same conditions in order to demonstrate achievement of the learning outcome(s) for satisfactory completion
- The VCE is designed to cater for all students entering post compulsory education, and these students should be able to attain satisfactory completion with fair and reasonable effort

Outcome Tasks (School Assessed Coursework or School Assessed Tasks) will be presented to students enrolled in Units 1-4 studies as prescribed by VCAA. The processes outlined below are to ensure that a consistent, fair and clear set of rules apply to all students, thus allowing them to maximise their opportunities for success and achievement. Students are advised to follow these processes to enable satisfactory completion of all work, and thus safeguard success of the unit of study. Teachers will follow these processes at all times.

## Satisfactory Completion (S)

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. Students should familiarise themselves with the Study Design for each VCE subject they elect to study. It describes the key knowledge and skills students should possess by the time they have completed a unit.

The decision about satisfactory completion of outcomes is based on the teacher's assessment of the student's overall performance on a combination of set work and assessment tasks. The overall S/N for each Area of Study is determined by whether or not students have demonstrated sufficient key knowledge and skills to meet the outcome and satisfied the attendance requirement.

In order to satisfactorily complete a unit, students must demonstrate achievement of the set learning outcomes. Achievement of an outcome means:

- The work meets the required 'standard' as described in the learning outcomes
- The work is submitted on time
- The work is clearly the student's own
- There has been no breach of VCAA or College rules (including SAC absence policy and college attendance requirements)

## Non-Satisfactory Completion ('N')

The student receives an 'N' for the unit when one or more of the following processes are not achieved:

- Attendance in class is less than **85%** and the student has not attempted to make up time.
- The work does not meet the required 'standard' as described in the learning outcomes.
- The student fails to meet the deadline for a SAC or SAT.
- The work cannot be authenticated (the student cannot demonstrate that the work is their own)
- There has been a breach of VCAA or College rules (including SAC absence policy and college attendance requirements).

**When a student receives an 'N' for the unit parents will be notified by the school and, if necessary, a support meeting will be organised.**

## Redemption

Redemption is the process of converting an unsatisfactory grade 'N' in a particular learning outcome to a satisfactory grade 'S'. The process is as follows:

- Students are entitled to one (only) redemption opportunity to demonstrate that they can achieve the learning outcome and thus receive an 'S' for the unit
- The redemption opportunity may include a modification of the original task
- **Under no circumstance** does the work completed in the redemption opportunity receive a new grade or numerical score. It is awarded either an 'S' or 'N'.

## Appeal of 'N' Result

If a student is dissatisfied with a decision regarding an N result, attendance, satisfactory completion, authentication, an appeal may be lodged with the Principal within 7 days of receiving results/information. In cases which do not concern the Victorian Curriculum & Assessment Authority, an appeal panel, consisting the Principal, the Assistant Principal, VCE Improvement Coordinator, and the VASS Coordinator, will hear the appeal from a student and support person (usually a parent/guardian). The decision will be provided in writing to the student and parent/guardian.

## Receiving a 'J' Result

The student receives a 'J' for the unit when the following criteria apply:

- Student was enrolled in the subject however is no longer attending class
- Has not submitted work for assessment

**The 'J' result will not appear on a Statement of Results.**

## What is the difference between coursework and school-based assessment?

School-based assessments consist of any teacher-assigned tasks that determine each student's level of achievement in outcomes as specified in the study design. In VCE Unit 3 and 4 studies, scores for these school-based assessments (usually SACs and SATs) are submitted to VCAA and are used along with external examination scores to determine a single total study score for each student. In VCE Unit 1 and 2 studies, only 'S' and 'N' scores are submitted to VCAA.

Coursework encompasses a range of classroom, homework and revision activities set by the teacher to scaffold and support student learning with a view to improving engagement, interest, and depth of understanding. Coursework should be designed to ensure students are:

- Creating a written and/or visual record of their developing knowledge and skills
- Consolidating their knowledge and skills through practice
- Demonstrating their understanding of the material covered in the course
- Creating a study resource for exam revision if they have chosen to study a scored Unit 3 and 4 subject

## Documenting coursework requirements at Rainbow P-12 College

At the beginning of each VCE unit of study, students must be provided with an outline/checklist which specifies:

- The outcome/s that must be demonstrated during the VCE unit
- For each outcome, the key knowledge and skills and graded assessment tasks that are linked to the outcome
- The coursework requirements which must be completed to achieve an 'S' for the unit
- The date by which all work requirements (graded assessments and minimum coursework) should be completed

It is important to note that any student who wishes to undertake VCE studies must acknowledge that the completion of homework is an integral part of the teaching and learning process. While teaching and assessment programs need to take into account student workload, non-completion of homework and required coursework can result in an 'N' for the unit.



## Completion of VCE Units – SCORED vs UNSCORED

VCAA recommends that schools encourage all students to undertake scored assessment wherever possible. Scored assessment provides a more detailed record of student achievement and is the best way to maximise opportunities and pathways to further education and training. However, our College understands the need for flexibility in building individual student programs and is supportive of students who elect to satisfactorily complete Units 3 and 4 of a study without completing all or any Graded Assessments (Note: two Graded Assessment scores are required to achieve a study score). Coursework requirements must be met for satisfactory completion.

It is important to note that levels of achievement for Units 1 and 2 of a study are determined by schools, and there is no reporting to VCAA beyond the allocation of an 'S' or an 'N' for each unit. As such, there is no scored or unscored option available in Units 1 and 2. Where students are at risk of not completing a unit or they experience difficulties with normal assessment due to illness, an impairment or disability, or factors relating to personal circumstance, they should apply for a Special Provision.

### Key points:

- Students must meet the coursework requirements and the **85%** attendance requirement in order to achieve an S for any unit of study
- In Units 3 and 4 of a study, end-of-year examinations will only be attempted by students who have chosen to attempt a scored VCE study. Achievement on these tasks is used to calculate the Study Score (which contributes to the ATAR).
- Additional work requirements for students opting for the scored pathway will relate to their preparation and completion of the VCAA examinations.
- Our advice regarding the unscored pathway – if in doubt, opt-in **NOT** out!

## Process for selecting the SCORED or UNSCORED pathway

By default, all students will be recorded as Scored Assessed unless they choose to opt out. The process to do this will require discussion with classroom teachers, a counselling session with the Careers & Pathways Coordinator and a parent meeting. This will be part of a process where all students and parents are required to acknowledge their understanding of relevant school policies and procedures.

## What is a VCE Study Score?

A study score is calculated using the student's moderated school-assessed coursework scores, scores for school assessed tasks, and examination scores for each study. This score is used by VTAC for the calculation of the student's ATAR (Australian Tertiary Admission Rank).

The study score indicates how a student performed in relation to all others who took the study. The study score has a maximum of 50. Study scores of 23 to 37 indicate the student is in the middle range. A score above 38 indicates that the student is in the top 15 percent of students in the study. To receive a study score, students must complete two or more Graded Assessments in the study and receive an S for both Units 3 and 4 in the same year.

To ensure comparability of assessment of school-assessed coursework from different schools, the VCAA applies statistical procedures to each cohort of students in each school undertaking the study. This moderation adjusts the level and spread of each school's assessment of its students in a particular study to match the level and spread of the same students' scores on a common external score.

## What is an ATAR Score?

The ATAR is a ranking of graduate results that measure a student's overall academic achievement compared with all other final year students in Australia (excluding Queensland). The ATAR is not a score out of 100 – it is a rank. The ATAR allows tertiary institutions to compare the overall achievements of all students who have graduated from secondary school in that year.

In Victoria, ATARs are calculated by the Victorian Tertiary Admissions Centre (VTAC) when students complete the Victorian Certificate of Education (VCE). VTAC uses the VCE results issued by the Victorian Curriculum and Assessment Authority (VCAA) to calculate ATAR scores.

VTAC notifies students of their ATAR. If students apply for tertiary courses, VTAC forwards the ranking and applications to tertiary institutions. In addition to other course requirements, the ATAR score can determine a student's eligibility for tertiary courses. Each tertiary institution sets the ATARs required for its courses, as well as other course entry requirements.

## How is the ATAR calculated?

The ATAR is calculated by VTAC based on up to six VCE scaled study scores. Study scores are scaled up or down by VTAC according to the performance of students in a study in a particular year – which means scores change each year, making ATARs difficult to predict.

The ATAR is calculated from an aggregate, produced by adding together:

- A student's highest scaled study score in one of the English studies (English, English Language, English as an Additional Language (EAL), Literature),
- A student's highest scaled study scores for three additional permissible studies, and
- 10% of the scaled study scores for the fifth and sixth permissible studies.

Students are then ranked in order of their aggregate and a percentage rank is assigned to distribute students as evenly as possible over a 100-point scale.

Finally, the percentage rank is converted to an ATAR score. The ATAR is an estimate of the percentage of the population that a student outperformed. So, if a student receives an ATAR of 60, it means they performed better than 60% of students that year.

The ATAR is a number from 0 and 99.95 in intervals of 0.05. The highest rank is 99.95, the next highest 99.90, and so on. The lowest automatically reported rank is 30.00, with ranks below 30.00 being reported as 'less than 30'.

## Repeating VCE Units

There are no restrictions on students repeating units, but they may obtain credit only once for each unit. Students who repeat a unit are required to repeat the full unit, including all assessments for the outcomes specified for the unit, in the current study design for the year of repetition.

## Promotion to Year 12

A minimum of 8 'S' unit results (including at least one unit of English/EAL) must be obtained in order to proceed from Year 11 to Year 12.

## Gaining the VCE

In order to gain the VCE, the following criteria must be satisfied:

- Students must satisfy a minimum of 16 units over Year 11 and Year 12
- Three units of English, two of which must be units 3 & 4
- Three other unit 3 & 4 sequences

Rainbow P-12 College recommends that students plan to have at least five Unit 3 and 4 sequences upon completion of their VCE. This provides a 'safety net' for students in the event of unforeseen circumstances.

## Assessment and Feedback at VCE

### Graded, School-based Assessment

While completion of the coursework is definitely required to be awarded an 'S' for a unit of study, most students will demonstrate and receive feedback on their level of achievement of outcomes through their performance on school-based assessment tasks. These tasks must be completed mainly in the classroom, during class time.

In Units 1 and 2, outcome achievement will be assessed and graded using the key knowledge and skills designated by the VCAA. In these units, 'S' or 'N' results only are reported to the VCAA. Teachers will provide students with grades and feedback appropriate to each assessment task and each outcome, including advice on where and how improvements can be made for further learning.

In the Units 3 and 4 scored pathway, SACs (School Assessed Coursework) and SATs (School Assessed Tasks) describes the most commonly used forms of graded assessment. These are used to measure each student's level of achievement based on the assessment tasks specified in the relevant Study Design. This assessment will take place mainly in the classroom under teacher supervision over a specified period of class time. Coursework scores are forwarded to the VCAA and are subject to statistical moderation.

### Procedures for administering graded, School-Based Assessments

As discussed above, school-based assessments generally consist of SACs and SATs. For Unit 1 and 2 studies there are end-of-year exams. It is a school policy that all students studying Unit 1 and 2 subjects will attend and attempt these end-of-year exams to the best of their ability.

For all school-based assessment, students will be given documentation outlining: what will be assessed, approved materials, time allocation and percentage contribution to the Unit.

It is important to note that the grade given by any teacher in Units 3 & 4 is a raw score that may change during VCAA statistical moderation.

School-based assessments must be returned to students once all students in the study have completed the task and it has been marked and cross-marked as required. Ideally students should receive feedback within three weeks of completing the task.

## Feedback and Reporting

At Rainbow P-12 College, students will receive feedback on their learning in VCE subjects in any number of the following ways:

### 1. Regular discussions with their classroom teachers

As all students are required to complete the coursework requirement for a unit of study, classroom teachers will regularly provide written and verbal feedback with their students during class time. Strategies for improvement are discussed and advice provided on particular problem areas should be a major focus of these discussions.

### 2. Continuous Feedback

Continuous feedback should be timely and in a recorded form, in order for students to refine their skills and knowledge. This may be through work annotations or feedback through Compass Learning Tasks.

### 3. Formal Assessment & Reporting on SAC/SATs

All school-based assessment will be provided directly to the students. Appropriate feedback is timely (within two weeks of task submission date), and includes:

- A level of achievement expressed as a numerical score for all school assessed tasks and exams
- A written comment that describes what the student has done well; advice on problem area; and advice on where and how improvements can be made for further learning

# Assessment Policy in VCE

## School Assessed Coursework (SAC)

School Assessed Coursework (SACs) are school-based assessments that are reported as a grade for either a VCE Unit 3 or 4 sequence or Unit 3 and Unit 4 individually. School-assessed Coursework consists of a set of assessment tasks that assess students' achievement of VCE Units 3 and 4 outcomes. They must follow these conditions:

- Conditions are strictly common (the same) for all classes of a subject
- Students will receive an outline of the nature of the task prior to the commencement of the SAC
- Students must not bring materials to a SAC, other than those stipulated by the teacher
- Students must not bring any mobile phone, smart watch, fitness tracker or unapproved electronic device into a SAC, and if they do, they must give it to the teacher prior to beginning the SAC
- If a SAC is missed a makeup SAC will be completed in the same week that the rest of the cohort sat the original SAC and it will be an alternative task to the original.

### Consideration when preparing work on computers:

A student who uses a computer to produce work for assessment is responsible for ensuring that:

- There is an alternative system available for producing assessable work in case of computer or printer malfunction or unavailability
- Hard copies of work in progress are produced regularly
- Each time changes are made the work is saved onto a backup file. The backup file should not be stored with the computer.

**Computer/printer problems will not be accepted as a reason for non-submission of a SAC or SAT by the due date.**

### Feedback on School Assessed Coursework

- Students are provided with the marking scheme or criteria sheet
- Teachers may provide students with a provisional grade after marking; however, this is subject to change in the external review process. **Teachers must inform their students of this fact.**
- SACs will be returned to students once all students in the Study have completed the task and the SAC has been moderated.

After work is submitted and marked, teachers should provide feedback to students. Appropriate feedback includes:

- Advice on particular problem areas, both written and verbal
- 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/Release of student results is an important aspect of the feedback to students. In providing this feedback teachers may give students their marks on individual course work tasks; timing of this process will be in line with the individual study program and as determined by the Unit teacher

## Satisfactory Completion of a SAC/SAT task

To achieve a satisfactory result in a SAC, a student must:

- Show they have a satisfactory understanding of all outcomes associated with the task.
- Achieve at least 40% in the task.
- Submit/complete the work on the set date.
- Ensure that the work is clearly their own, and provide evidence if required.
- Ensure there has been no breach of the VCAA rules.
- Sign the VCAA 'Declaration of Authenticity'.

When providing marks, teachers must advise students that their total course work scores **MAY CHANGE** following statistical moderation. Teachers may disclose to students, their grades for SACs. Again, these **MAY CHANGE** as a result of statistical moderation.

The following definition of 'statistical moderation' can be provided to students:

*"The process used to ensure that schools' assessments are comparable throughout the state. It involves adjusting each schools' coursework scores for that study to match the level and spread of the combined examination and GAT scores for the students in that school doing that study."*

VCAA, VCE and VCAL Administrative Handbook, 2020.

# Assessment Policy in VCE

## School Assessed Tasks (SATs)

School Assessed Tasks are set by the VCAA, and generally involve an extended project or folio work. These may go over both Units 3 and 4.

### Satisfactory Completion

In order to satisfactorily complete a unit, students must satisfactorily demonstrate achievement of the learning outcomes assessed by the SAT.

Achievement of an outcome means:

- The work meets the required 'standard' as described in the outcome
- The work is submitted on time, by 3:30 pm on the due day
- The work is clearly the student's own and has been regularly verified by the teacher as the work is produced
- There has been no breach of VCAA and school rules

N.B.: A medical certificate for illness/injury on the submission date of a SAT will not suffice. It is the responsibility of the student to organise delivery of the work by the set date. In the case of an emergency, students should contact the Principal for assistance if there are any issues.

### Extension of Time

Extension of time is interpreted as the granting of extra time beyond that normally allocated to the SAT. Unlike redemption, the work completed during extension time is marked. Extra time is only granted in cases of significant hardship. In very exceptional circumstances a student may be granted an extension of time to complete their SAT. Loss of work, equipment malfunction or delays in acquiring materials are not acceptable reasons for an extension of time.

### Procedure:

- Students complete an 'extension' form obtained from the VCE Improvement Coordinator
- Applications must be made in writing **at least three days** before the SAT due date
- The application will be processed, and the student will be informed of the result
- No more than three days extension will be granted

### Feedback on School Assessed Tasks

SATs are subject to external review. Teachers may provide students with a provisional grade after marking; however, this is subject to change in the external moderation process.

SATs **may** be returned to students once all students in the Study have completed the task and the SAT has been moderated. The SAT grade may be reported to students as a numerical grade.

After work is submitted and marked, teachers should provide feedback to students. Appropriate feedback includes:

- Advice on particular problem areas
- Advice on where and how improvements can be made for further learning, including for the exams



- Reporting 'S' or 'N' decisions and/or written comments on students' performance against each outcome
- Reporting/Release of student results is an important aspect of the feedback to students. In providing this feedback teachers may give students their marks on individual course work tasks; timing of this process will be in line with the individual study program and as determined by the Unit teacher

When providing marks, teachers must advise students that their total course work scores **MAY CHANGE** following statistical moderation.

Teachers may disclose to students, their grades for SATs. Again, these **MAY CHANGE** as a result of statistical moderation.

The following definition of 'statistical moderation' can be provided to students:

*"The process used to ensure that schools' assessments are comparable throughout the state. It involves adjusting each schools' coursework scores for that study to match the level and spread of the combined examination and GAT scores for the students in that school doing that study."*

VCAA, VCE and VCAL Administrative Handbook, 2020.

### **Release and/or Storage of Student Work**

It is expected that teachers will retain ALL student work completed during a year, till the end of the year in which the work was undertaken. Such work may be requested by the VCAA as part of the process of course sampling. Any student work assessed as N, or about which any concerns are held, should be retained by the teacher in original or photocopied/scanned form.

### **Maintenance and Analysis of Results**

Student assessment results and data are maintained and stored by each subject teacher all scores are to be provided to the VASS Coordinator to collate data of results for all classes and for individual students. This data should be used to address improvement in learning outcomes at Rainbow P-12 College. Subject teachers are also required to submit scores and grades to the VASS administrator in order to enter data onto the VASS system.

All teachers in all studies should be provided with results of student achievement via the VASS VCE Data Service in February of each year. Professional learning in using data to improve student achievement should be provided for all staff in order to improve learning outcomes.

The school will engage in annual monitoring of student data from a range of sources. This includes achievement data, engagement and well-being data including attendance, participation and completion rates and exit destination data.

## Special Provisions

Special Provisions can apply when students have legitimate reasons (i.e. circumstances outside their control) for not working to the best of their ability, including the submission of work or attendance at school-based assessments.

Special provisions are designed to allow students who are experiencing significant hardship to demonstrate both what they know and what they can do. These provisions are not allowances. The objective is, as far as possible, to remove the barriers which may prevent a student demonstrating their capabilities in a study. Each student's case will be evaluated individually. The guiding principles which must be satisfied in all forms of special provision are:

- The provision should provide equivalent, alternative arrangements for a student.
- The provision should not confer an advantage to any student over other students.

### Eligibility for special provision

Students may be eligible for Special Provision if, they are adversely affected in a significant way by:

- An acute or chronic illness (physical or psychological).
- Factors relating to personal circumstance.
- An impairment or disability, including learning disorders.

These circumstances do not include matters or situations of the student's own choosing, such as involvement in social or sporting activities or school events. Prolonged absence from school or study is not in itself grounds for Special Provision. However, provisions are available to students experiencing severe hardship that may result in prolonged absence. Students granted Special Provision must still complete all schoolwork related to satisfactory completion of the VCE outcomes. Students absent from school for prolonged periods must still comply with the school's authentication procedures to demonstrate that they have completed the work and that the work is their own.

### Types of special provision

Special provision is available to students completing the VCE for: classroom learning, school-based assessment, and VCE external assessments.

#### 1. Classroom learning and school-based assessments

For classroom learning and school-based assessments, the school is primarily responsible for determining eligibility and the nature of the provisions granted. Many strategies to ensure a student can demonstrate their achievements of outcomes are possible, including both short-term provisions and long-term provisions as required by the specific circumstance. To apply for special provision at VCE, students and/or parents should initially contact the VCE Improvement Coordinator. Special Provisions granted will be recorded on file outlining:

- Severity (low, medium, high)
- Category (physical, cognitive, social/emotional)
- Likely Impact
- Provisions granted
- Time frame
- Contact staff person
- Review

## 2. VCE external assessments

For all external assessments (e.g. VCE examinations, GAT) the VCAA is responsible for determining eligibility and for granting approval in the form of Special Examination Arrangements and the Derived Examination Score (DES). All communications regarding Special Examination Arrangement applications should be forwarded to the VASS Coordinator.

### Special Examination Arrangements

Special Examination Arrangements may be approved to meet the needs of students who have disabilities, illnesses or other circumstances that would affect their ability to access a VCE external assessment. This can include: extra reading time, scheduled breaks etc. Special Examination Arrangement applications are made to the VCAA through the student's school and must be supported by documentation from a professional such as a medical doctor or psychologist and be endorsed by the principal. Such applications will be considered by the VCAA in accordance with its policies.

### Derived examination scores

Where a student is unwell or has been affected by a physical or mental trauma (such as injury, death of a close relative, family breakdown) at the time of their examination, they may be eligible for a derived exam score. A derived exam score is calculated based on the student's performance in other graded assessments and the GAT. If a student was predicted to receive a higher grade based on these measures than they actually obtained, then their grade is adjusted upwards accordingly. A derived exam score never reduces the grade received. The student's application for a derived exam score must be received by VCAA within 7 days of the student's last exam of that examination period. The application must be supported by documentation from a professional such as a medical doctor or psychologist. There is no guarantee that students will be granted a derived exam score, so they are always encouraged to sit all examinations and to assume the mark they obtain will be their final grade.

### Missed SAC/SAT

School-based assessments cannot be completed/submitted late. Only students who provide a medical certificate, are involved in an approved school-based activity, or who have a Special Provision, will be able to make up a missed SAC or have an extension on a SAT, and still have the score awarded. This school policy applies to all VCE studies, Units 1 – 4 inclusive. Students who do not meet these conditions will have to complete the task but will be awarded a score of 0. Completing the task still allows them to demonstrate the outcome (and achieve an S for the Unit). Missed SACs will be completed under SAC conditions and supervision.

# Authentication

The rule is very simple: All students must submit work for assessment that is their OWN.

## 1. VCAA Rules for School Assessed Coursework and School Assessed Tasks

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

These are the VCAA authentication rules:

- A student must ensure that all unacknowledged work submitted for assessment is genuinely 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 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 levels of assistance include:
  - Use of, or copying, another person's work or other resources without acknowledgement
  - Corrections or improvements made or dictated by another person.
- 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.
- A student must not use unauthorised notes and other materials.
- A student must sign the authentication record for work done outside class at the time of submitting the completed task. This declaration states that all unacknowledged work is the student's own.
- A student must sign a general declaration that he/she will obey the rules and instructions for the VCE and accept its disciplinary provisions. This must be completed at the start of the school year
- A student undertaking SACs or SATs must comply with examination rules.

## 2. Identifying authentication problems

In considering whether a student's work is genuinely their own, teachers should consider whether the work:

- 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.

### 3. Strategies for avoiding authentication problems

To reduce the possibility of authentication problems occurring, or problems being difficult to resolve, the following strategies are advised:

- Teachers should ensure that tasks are kept secure prior to administration.
- Ensure that a significant amount of class time is spent on the task so that the teacher is familiar with the student's work and can regularly monitor and discuss aspects of the work. Regular written records should be made of when student work was checked.
- Ensure that students are working with a current copy of the accredited study design, the current assessment guide/criteria and advice so that they fully understand the requirements of the set task
- Assessment tasks should not be recycled from year to year unless significant modifications are made to ensure that students are unable to use other students' work from a previous academic year. Remember it is school policy to return all assessed tasks to students once marked and feedback has been provided.
- Ensure internal moderation and cross marking procedures are applied where there is more than one class in a study. Cross marking often reveals possible breaches of authentication. Where there is only one class in a study, endeavour to partner with a teacher from another school where possible to moderate.
- Where commercially produced tasks are being used for school-based assessment it is very important that modifications are made for authentication purposes. You should assume that a commercially produced task has been shared online, and it is therefore NOT APPROPRIATE to use such tasks without significant modification.
- Encourage students to acknowledge tutors, if they have them, and to discuss and show work done with tutors. Make sure tutors are aware of authentication requirements.

### 4. Breaches of authentication rules

Principals are responsible for the administration of VCAA rules and instructions in their schools. One of these rules is that a student must ensure that all unacknowledged work submitted for assessment is genuinely his/her own. If any part or all of the work cannot be authenticated, then the matter must be dealt with as a breach of rules.

Suspected breaches of VCAA rules will be handled by the Principal. Students and parents will receive, in writing, a statement outlining the nature of the suspected breach of rules and will be given an opportunity to respond. A meeting will be organised with a Breach of Rules Panel, consisting of the Principal, Assistant Principal, the VASS co-ordinator and, if necessary, the subject teacher, as well the student and parent.

The student will be notified of the outcome of the Breach of Rules Panel in writing. If the student disagrees with the outcome of the Breach of Rules Panel, they may formally appeal to the VCAA.

Students or staff who believe that a breach of rules has occurred, or that a student has behaved inappropriately, should report the incident immediately to the Principal.

For further information see the VCE and VCAL Administrative Handbook ([www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au)).

# Student Appeals

## Students have the right to appeal decisions about:

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

## Process for conducting investigations into breaches of School based assessment

Rainbow P-12 College is responsible for ensuring students abide by the VCAA rules for School-based Assessment in VCE and VCAL and the Australian Quality Training Framework (AQTF) for VET studies. We will investigate any breaches of these rules, applying appropriate penalties and consequences if necessary.

At the beginning of the school year, all Senior School students at Rainbow will sign a declaration that they abide by the rules and instructions relating to the VCE, VET and VCAL Assessment program. This includes all School-based Assessment.

## Student appeals to School Based Assessment procedures

Where a student believes the procedures for school-based assessment were not carried out as per College procedures, a student may lodge an application to the Principal appealing a decision. The student, or parent or guardian of a student, must lodge a written appeal to the Principal within 14 days of the alleged breach or the completion of the School Based Assessment. The Principal will immediately form a panel to investigate the alleged breach. This panel will consist of the Assistant Principal, VCE Improvement Coordinator and one other appointed person. A member of this panel will investigate the allegation, conducting interviews with class teachers, assessment supervisors, the student who lodged the appeal or other students. If this investigation suggests there is substance to the allegation, the matter will be referred to a hearing of the full appointed panel. All records of investigation should be kept and may be used at any later hearing. The student's parents or guardians may be advised of the nature of the appeals at this point of the investigation. The school may contact the VCAA to discuss any aspect of the allegation or investigation.

## Hearings

The panel undertaking the hearing must understand the purpose of the hearing and have sufficient knowledge of the study to allow full participation in the discussion and decisions.

The Principal will give the student 24 hours written notice of the hearing. This notice will state: The allegation or breach, the purpose of the hearing, the date, time and place of the hearing, the composition of the panel, advice that a parent/guardian or relevant person may accompany the student to the hearing in a support role.

During the hearing, the panel must present any evidence collected earlier to support the case, give the student an opportunity to be heard and pose questions in such a way that allows the student to feel comfortable as possible given the circumstances.

The outcome of the hearing will be reported to the Principal within 24 hours of the panel's findings. This outcome will include the recommendations of the panel. The Principal has the power to determine what action should be taken.

All evidence from the hearing and investigation must be maintained by the school.

## **Penalties and Appeals**

The Principal may decide to do one of the following:

- Reprimand the student
- Give the student the opportunity to resubmit work for satisfactory completion
- Refuse to accept the work that infringes the rule and make a decision on the award of an S or N on the remainder of any work.
- Refuse to accept any work if the infringement is judged by the principal to merit such a decision. For student breaches, this will result in awarding an 'N' for the Outcome and a 'NA' for scored assessment. This will result in 'N' for the study for the unit. For school breaches, the decision of future action will take into consideration maintaining the integrity of the assessment for all students in the study and supporting the student's right for fairness and equality of assessment

Notification of the Principal's decision and consequences must be provided to students within 14 days of the decision being made.

An appeal against a school decision must be made in writing to the Chief Executive Officer of the VCAA not later than 14 days after the student receives written notice of the decision of the school.

Full details of the appeals process can be found in the VCE and VCAL Administrative Handbook, or alternatively on the VCAA website.

## Examinations

### Year 12

All studies will hold an end of year examination as prescribed by the VCAA. Examination Timetables will be published at the earliest available opportunity. Students who have applied for Special Provision will have arrangements organised as appropriate.

All examinations **MUST** take place on the day scheduled. It is not possible to reschedule an examination. Students are therefore expected to attend examinations even if there are difficulties in them doing this (e.g. due to illness, family problems). Under these circumstances, students may be eligible for Special Provision and special arrangements such as an extension of time, or a separate examination room may be made available (with the approval of the VCAA). Applications for Special Provisions are to be made to the VCE Coordinator. Details of conditions, rules, approved materials etc. will be provided by the VCAA.

### Year 11

Students will be expected to sit an exam in all VCE subjects at the end of the year. Exams are not to be counted as SAC Tasks. However, they can be used to establish satisfactory completion of unit outcomes. A Year 11 examination period will be set aside for these exams, and an examination timetable published and distributed to Year 11 students. The Unit teacher will carry out assessment of each exam.

### Year 10

Students will be expected to sit an exam in all VCE subjects in which they are enrolled at the end of the year. Exams are not to be counted as SAC Tasks. However, they can be used to establish satisfactory completion of unit outcomes. These particular exams will be at the same time as those being conducted for students in years 11 and 12. The Unit teacher will carry out assessment of each exam. Year 10 students may also be required to sit exams in their other, non-VCE, subjects.

## SWOTVAC

SWOTVAC (Study Without Teaching Vacation) is the time given to students before their Unit 3 and 4 subject exam(s) so that they can best prepare themselves for these exams.

### Year 12

In Year 12, students will have their last day of school **four full school days before** the English exam. In the unlikely event that they have any Unit 3 and 4 subject exams before this, they will get two full days of SWOTVAC for this exam.

### Year 11

In Year 11, students will have two SWOTVAC days before any Unit 3 and 4 subject exam. If they have two exams on the same day, or on consecutive days, they will still only be entitled to two SWOTVAC days. If they have any full days between exams, they can have those days for SWOTVAC to a maximum of two days. **The maximum number of consecutive SWOTVAC days is therefore always two.**



## General Achievement Test – The GAT

All students enrolled in one or more sequences of Units 3 and 4 must sit the General Achievement Test (GAT) in June. Exemptions from the GAT may be given only in exceptional circumstances.

The General Achievement Test is a test of general knowledge and skills in these broad areas:

- Written communication
- Mathematics, science and technology
- Humanities, the arts and social sciences.

GAT results:

- Do not count directly towards a student's VCE results
- Help check that school-based and external assessments have been accurately assessed
- Contribute to statistical moderation of school-based assessment results
- Help calculate Derived Examination Scores
- Determine scores in school-based assessment, external assessment and if a derived examination score is required due to illness, accident and trauma.

A sentence on the student's Statement of Results will indicate whether the student has obtained results in the General Achievement Test. A statement of GAT results is mailed to each student with all the other VCE results, but it does not count for tertiary selection.

As the GAT is used as a comparison for SACs and SATs, students should be aware of its significance in these studies.

## Glossary

|   |  |
|---|--|
| Assessment Task                                 | A task set by the teacher to assess students' achievements of unit outcomes  |
| ATAR (Australian Tertiary Admission Rank) score | The overall ranking on a scale of zero to 99.95 that a student receives based on their Study Scores. The ATAR is calculated by VTAC and used by universities and TAFE institutes to select students for courses.   |
| Authentication                                  | The process of ensuring that the work submitted by students for assessment is their own.   |
| Derived Examination Score                       | Provision available for students who have missed an examination or whose examination performance has been impaired due to illness or other serious cause.  |
| GAT (General Achievement Test)                  | A test of knowledge and skills in writing, mathematics, science and technology, humanities and social sciences and the arts. It is done by all students doing a VCE Unit 3 and 4 sequence and used by the VCAA to check that schools are marking School-assessed Tasks to the same standard, as part of the statistical moderation of School-assessed Coursework and as a quality assurance check on the VCAA's marking of examinations and School-assessed Tasks.   |
| Outcomes  | What a student must know, or be able to do, in order to satisfactorily complete a unit as specified in the study design or VCAL unit.  |
| Redemption                                      | Providing a student with an opportunity to complete a further assessment task in an area where their performance was previously unsatisfactory.  |
| SAC (School-assessed Coursework)                | A school-based assessment that is reported as a grade for either a VCE Unit 3 or 4 sequence or Unit 3 and Unit 4 individually. School-assessed Coursework consists of a set of assessment tasks that assess students' achievement of VCE Units 3 and 4 outcomes.   |
| SAT (School-assessed Task)                      | A school-based assessment for a VCE Unit 3 and 4 sequence and reported as a grade. A SAT is a mandated task prescribed in the study design. The SAT is assessed using prescribed assessment criteria and accompanying performance descriptors published annually on the relevant study page on the VCAA website. A school-assessed task is set by the VCAA and assessed by teachers in accordance with published criteria. Schools' assessments of tasks are subject to review by a panel appointed by the VCAA. |
| Satisfactory Completion                         | The school's decision that a student has demonstrated achievement of outcomes for a unit. Students receive an 'S' for the satisfactory completion of a unit. If they do not satisfactorily complete a unit, they receive an 'N' for it.  |
| Special Provision                               | 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.  |

|                        |   |
|------------------------|---|
| Statistical Moderation | The process used to ensure that schools' assessments are comparable throughout the State. It involves adjusting each school's School-assessed Coursework scores for each study to match the level and spread of the external reference scores for the students in that school doing that study. |
| Study Design (VCE)     | A study design for each VCE study is published by the VCAA. It specifies the content for the study and how students' work is to be assessed.  |
| Study Score            | A score from 0 to 50 which shows how a student performed in a VCE study relative to all other students doing that same study. It is based on the student's results in school assessments and examinations.  |
| Units                  | The components of a study. There are usually four units in a study, numbered 1, 2, 3 and 4.   |
| VCAA                   | The Victorian Curriculum and Assessment Authority is responsible for the curriculum, assessment and reporting of both the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL).  |
| VCAL                   | Victorian Certificate of Applied Learning. An accredited senior secondary school qualification usually undertaken by students in Years 11 and 12.   |
| VCE                    | The Victorian Certificate of Education is an accredited senior school qualification.  |
| VET                    | The Vocational Education and Training is a nationally recognized vocational certificate. These certificates may be integrated within a VCE or VCAL program.   |
| VTAC                   | Victorian Tertiary Admissions Centre acts on behalf of universities, TAFEs and other providers facilitating and coordinating the joint selection system. It calculates and distributes the ATAR   |

## Appendix

1. Parent and Student Declaration
2. Application to complete VCE 1 & 2 units in Year 10
3. Application to complete VCE 3 & 4 units in Year 11
4. Application for an Extension or Reschedule of an Assessment Task (SAC/SAT)
5. Redemption Notice Form
6. Change of subject/unit request form (VCE/VCAL/VET)
7. Unscored VCE Contract (Exemption for Assessment)
8. Study Planner

## Parent & Student Declaration



Student name: .....

Year level: .....

**Please complete the following and return to the Principal before the commencement of the VCE school year.**

I confirm that I have read the Rainbow P-12 College VCE/VCAL Policy Handbook. I understand the policy and procedures and my responsibilities. I have retained a copy of the policy for future reference.

Student signature: ..... Date: \_\_\_/\_\_\_/\_\_\_

Parent/Guardian signature: ..... Date: \_\_\_/\_\_\_/\_\_\_

# Application to Complete VCE 1 & 2 Units in Year 10



Student name: .....

Date of application: \_\_\_/\_\_\_/\_\_\_

I wish to apply to complete units in the following VCE subject(s):

First preference: .....

Second preference: .....

Please outline your reasons for wanting to undertake VCE studies in this subject a year early. Include any supporting evidence that the school should take into consideration for this application. This can include past academic reports and supporting statements from relevant teachers (these can be attached).

.....

.....

.....

.....

.....

I understand that being accepted to complete VCE units in Year 10 does not exempt me from undertaking six VCE/VCAL/VET subjects (or the equivalent) in Year 11 and five VCE/VCAL/VET subjects (or the equivalent) in Year 12.

I also understand that acceleration into a VCE subject is not automatic and depends upon my academic performance in Year 9, the availability of a place in that subject and the decision of the school.

I also understand that if my progress in Year 10 is not acceptable to the school, then I may be removed from the VCE subject and placed back into a mainstream Year 10 class.

Student signature: ..... Date: \_\_\_/\_\_\_/\_\_\_

Parent/Guardian signature: ..... Date: \_\_\_/\_\_\_/\_\_\_

### OFFICE USE ONLY

VCE Subject Teacher: Acceleration recommended: YES / NO

Teacher signature: ..... Date: \_\_\_/\_\_\_/\_\_\_

Principal: Acceleration approved: YES / NO

Principal signature: ..... Date: \_\_\_/\_\_\_/\_\_\_

# Application to Complete VCE 3 & 4 Units in Year 11



Student name: .....

Date of application: \_\_\_/\_\_\_/\_\_\_

I wish to apply to complete units in the following VCE subject(s):

First preference: .....

Second preference: .....

Please outline your reasons for wanting to undertake VCE studies in this subject a year early. Include any supporting evidence that the school should take into consideration for this application. This can include past academic reports and supporting statements from relevant teachers (these can be attached).

.....

.....

.....

.....

.....

I understand that being accepted to complete VCE units 3 & 4 in Year 11 does not exempt me from undertaking five VCE/VCAL/VET subjects (or the equivalent) in Year 12.

I also understand that acceleration into a VCE subject is not automatic and depends upon my academic performance in Year 10, the availability of a place in that subject and the decision of the school.

Student signature: ..... Date: \_\_\_/\_\_\_/\_\_\_

Parent/Guardian signature: ..... Date: \_\_\_/\_\_\_/\_\_\_

### OFFICE USE ONLY

VCE Subject Teacher: Acceleration recommended: YES / NO

Teacher signature: ..... Date: \_\_\_/\_\_\_/\_\_\_

Principal: Acceleration approved: YES / NO

Principal signature: ..... Date: \_\_\_/\_\_\_/\_\_\_

# Application for an Extension or Reschedule of an Assessment Task (SAC/SAT)



**Student name:** .....

**Date of application:** \_\_\_/\_\_\_/\_\_\_

Applications will only be considered on the condition that no student in the class or in another class is advantaged or disadvantaged. Extensions and rescheduling for an individual student to complete an assessment task should only be granted in special circumstances.

**Reason for application (tick a box below)**

|                          |                          |
|--------------------------|--------------------------|
| <input type="checkbox"/> | Illness                  |
| <input type="checkbox"/> | Significant hardship     |
| <input type="checkbox"/> | Family or personal issue |

**Documentation (tick a box below and attach to application)**

|                          |   |
|--------------------------|---|
| <input type="checkbox"/> | Medical certificate or a letter from a doctor                                     |
| <input type="checkbox"/> | Professional Documentation (* Note, students must provide a supporting statement) |

**Supporting statement (if required):**

.....

.....

.....

.....

Student signature: ..... Date: \_\_\_/\_\_\_/\_\_\_

Parent/guardian signature: ..... Date: \_\_\_/\_\_\_/\_\_\_

Subject teacher signature: ..... Date: \_\_\_/\_\_\_/\_\_\_

VCE Improvement Coordinator signature: ..... Date: \_\_\_/\_\_\_/\_\_\_

Changes approved: YES / NO

Principal signature: ..... Date: \_\_\_/\_\_\_/\_\_\_



# Redemption Notice Form



Student name: .....

Date of notice: \_\_\_/\_\_\_/\_\_\_

The following information pertains to an assessment or series of assessments where the student did not display a satisfactory understanding and therefore are at risk of failing a unit of work at VCE/VCAL level. They are being provided with an opportunity, as indicated below, to display a satisfactory understanding. Please note that the original score/grade will not be altered when submitted to VCAA.

Subject: .....

Date assessment submitted: \_\_\_/\_\_\_/\_\_\_

Date assessment returned: \_\_\_/\_\_\_/\_\_\_

## Details of Original Task(s)

.....  
.....  
.....  
.....  
.....

## Outcome(s) yet to be demonstrated

.....  
.....  
.....

## Details of Redemption Task

.....  
.....  
.....  
.....  
.....

Subject teacher signature: ..... Date: \_\_\_/\_\_\_/\_\_\_

Wellbeing Coordinator signature: ..... Date: \_\_\_/\_\_\_/\_\_\_

Principal signature: ..... Date: \_\_\_/\_\_\_/\_\_\_

# Change of Subject/Unit Request Form (VCE/VCAL/VET)



Student name: .....

Date of request: \_\_\_/\_\_\_/\_\_\_

(no later than two full weeks after the unit has started)

**Current VCE/VCAL/VET course (please list all subjects/units):**

1. ....
2. ....
3. ....
4. ....
5. ....
6. ....

**Change requested as follows:**

Original subject/unit: .....Teacher's signature.....

Requested subject/unit: .....Teacher's signature.....

**Please explain the reason for requesting the change:**

.....

.....

.....

.....

Student signature: ..... Date: \_\_\_/\_\_\_/\_\_\_

Parent/guardian signature: ..... Date: \_\_\_/\_\_\_/\_\_\_

Careers & Pathways coordinator signature: ..... Date: \_\_\_/\_\_\_/\_\_\_

Changes approved: YES / NO

Principal signature: ..... Date: \_\_\_/\_\_\_/\_\_\_

Changes entered on VASS:

## Unscored VCE Contract (Exemption for Assessment)



Student name: .....

Date of request: \_\_\_/\_\_\_/\_\_\_

Must be before Unit 4 scores submitted to the VASS Coordinator (usually the end of October)

The decision not to undertake examinations should not be taken lightly. Students should discuss the implications of their decisions with parents, relevant teachers, the VCE Improvement Coordinator and their Wellbeing Coordinator as well as with the Careers and Pathways Coordinator. Not attempting examinations will generally disqualify a student from University studies.

Request to study year 12 VCE for a satisfactory completion without an ATAR score.

- I wish to undertake my Year 12 VCE this year in order to achieve a “satisfactory result” only.
- I understand that this means I will not have SAC scores submitted to the Victorian Curriculum and Assessment Authority (VCAA) or be required to sit the June or November examinations.
- I am aware that I will not receive an ATAR score as a result of my studies this year and will therefore be ineligible to apply for particular tertiary study courses.
- I have explored my further study and career interests for next year with the Careers Coordinator and have found that these do not require an ATAR score.

**Please explain the reason for requesting the change:**

.....  
.....  
.....  
.....

Student signature: ..... Date: \_\_\_/\_\_\_/\_\_\_

Parent/guardian signature: ..... Date: \_\_\_/\_\_\_/\_\_\_

Careers & Pathways coordinator signature: ..... Date: \_\_\_/\_\_\_/\_\_\_

Changes approved: YES / NO

Principal signature: ..... Date: \_\_\_/\_\_\_/\_\_\_

Changes entered on VASS:

# Study Planner



Student name: .....

Week ending: .....

| Time    | Mon | Tues | Wed | Thurs | Fri | Sat | Sun |
|---------|-----|------|-----|-------|-----|-----|-----|
| 6:00am  |     |      |     |       |     |     |     |
| 7:00am  |     |      |     |       |     |     |     |
| 8:00am  |     |      |     |       |     |     |     |
| 9:00am  |     |      |     |       |     |     |     |
| 9:20am  |     |      |     |       |     |     |     |
| 10:10am |     |      |     |       |     |     |     |
| 11:00am |     |      |     |       |     |     |     |
| 11:30am |     |      |     |       |     |     |     |
| 12:20pm |     |      |     |       |     |     |     |
| 1:10pm  |     |      |     |       |     |     |     |
| 1:50pm  |     |      |     |       |     |     |     |
| 2:40pm  |     |      |     |       |     |     |     |
| 3:30pm  |     |      |     |       |     |     |     |
| 4:00pm  |     |      |     |       |     |     |     |
| 5:00pm  |     |      |     |       |     |     |     |
| 6:00pm  |     |      |     |       |     |     |     |
| 7:00pm  |     |      |     |       |     |     |     |
| 8:00pm  |     |      |     |       |     |     |     |
| 9:00pm  |     |      |     |       |     |     |     |
| 10:00pm |     |      |     |       |     |     |     |

Time in hours allocated to each subject/study:

| Subject | Mon | Tues | Wed | Thurs | Fri | Sat | Sun | Total |
|---------|-----|------|-----|-------|-----|-----|-----|-------|
|         |     |      |     |       |     |     |     |       |
|         |     |      |     |       |     |     |     |       |
|         |     |      |     |       |     |     |     |       |
|         |     |      |     |       |     |     |     |       |
|         |     |      |     |       |     |     |     |       |
|         |     |      |     |       |     |     |     |       |

- You will be able to develop **effective time management skills** if you keep better track of the time spent on all activities – school, employment, sport, social, family, relaxation, sleep etc.
- Efficient **reorganisation of time** when things seem to be getting out of control requires a clear understanding of where your time is being allocated
- Keeping these sheets accurate will enable you to determine just where the ‘extra’ time you may need at **critical times** of the year can be found!
- Completing these sheets over a few weeks can provide useful information in order for you to improve your ‘study habits’ or to balance your various activities.

