



Senior School Assessment Policy - 9B, Year 10 & VCE

Victorian Certificate of Education (VCE) Glossary & Overview	2
Preamble:	4
Satisfactory completion of units	4
Advice for teachers	4
Minimum requirements to generate a VCE Certificate	5
Progression from Year 10 into Year 11	5
Progression from Year 11 into Year 12	6
Attendance	6
Redeeming attendance	7
Absence learning plans	8
To achieve an ‘S’ for a Unit a student must:	8
At risk of achieving an ‘N’ for a Unit:	8
Redeeming outcomes	9
Senior School Curriculum and House Leader responsibilities	9
Teacher responsibilities	9
Student responsibilities	10
Authentication	11
Missing a SAC or SAT - SAC Redemption	12
Rescheduling an assessment task (SAC/SAT) for an individual student	13
Reporting results in VCE	14
Multiple classes per subject	14
Course Planning and Types of assessment in VCE	15
Scheduling or rescheduling of a SAC or SAT	16
Feedback to students and integrity of assessments	16
VCE Assessment Guidelines (VCAA) - Rules for assessment	17
Special Provision	19
Positive Case Management	19
Managing small-group partnerships for statistical moderation of School-based Assessment	20
Best practice:	20

Victorian Certificate of Education (VCE) Glossary & Overview

Victorian Curriculum and Assessment Authority (VCAA)	The governing authority who set the policies, procedures and guidelines associated with the VCE/VCAL. They are responsible for designing the VCE/VCAL curriculum (published in study designs) and external Unit 3 / 4 exams. Website: www.vcaa.vic.edu.au
Unit 1 and 2 Studies Referred to as Year 11 subjects	Studies undertaken in Year 11. Generally preliminary introductions to the more in-depth studies in each subject undertaken in Units 3 and 4. Unit 1 / 2 subjects can also be undertaken by students in Year 10 if they have been recommended by subject teachers. Units run for one semester each (i.e. Unit 1 subjects are taught across Semester 1, Unit 2 subjects across Semester 2). Some, but not all, are prerequisites in order for a student to undertake studies in Units 3 / 4 of the same subject. Although gaining a good base across both Units 1 and 2 is generally recommended, some students may complete Unit 1 of a subject and then change to study Unit 2 of a different subject in Semester 2.
Unit 3 and 4 Studies Referred to as Year 12 subjects	Studies undertaken in Year 12. Year 11 students can undertake a Unit 3 / 4 study if they have been successful in their applications to do so. Teachers assess student level of performance and completion of units/outcomes through SACs/SATs and coursework. Students also sit an externally set and graded exam for each study.
Outcomes	To satisfactorily complete a unit of work students must demonstrate the required knowledge and skills. These are known as Outcomes in the study design. NOTE: Outcomes are commonly assessed through SACs/SATs
Coursework and /or Core Assessment Task	Means by which students demonstrate their satisfactory knowledge and skills of each outcome.
School Assessed Coursework (SACs). School Assessed Tasks (SATs)	Means by which a student's level of achievement for each outcome is judged. These tasks generate a student's graded achievement.
Reporting students' results	<i>VCE Unit results are reported to the VCAA as:</i> S = satisfactory completion or N = not satisfactory. If a teacher judges all outcomes are achieved = S for unit NOTE: The term 'pass' and 'fail' are no longer used by VCAA, and should not be reflected in teacher's language.

At risk of achieving an 'N' for an outcome/unit (not satisfactory)	Parents/guardians will be notified when their son/daughter is at risk of achieving an 'N' for an outcome or unit due to academic performance, learning behaviours or attendance. A red progress alert will be posted on Compass. Additional to the red progress alert, it is also expected that the subject teacher makes phone or email correspondence with the parent.
General Achievement Test (GAT)	Is a test of general knowledge and skills in written communication, mathematics, science, technology, humanities, the arts and social science. The GAT is a 3hr exam administered by the VCAA in June. All students enrolled in a unit 3 / 4 study are required to sit this exam. <i>The GAT is an essential part of the VCE assessment procedures and is used to monitor school assessed coursework to ensure consistency in assessment across the state.</i>
Special Provision	Policy designed by the VCAA to provide students in defined circumstances with the opportunity to participate in and complete their senior secondary studies. Year 11 – applications processed internally by school. Year 12 – application processed by the VCAA.
Victorian Tertiary Admissions Centre (VTAC)	The administrative body which processes applications for university institutions.
Study Score	Shows how well the student has performed in a study at Unit 3 / 4 level, compared to everyone else in Victoria who took that study. Study scores can range from 0 to 50. Study scores calculated by the VCAA will be used by VTAC to calculate students' ATAR. To generate a study score at Unit 3 / 4 level students need to complete the graded assessments (SACs/SATs), examination and need to satisfactorily complete both Unit 3 and 4.
Australian Tertiary Admission Rank (ATAR)	The ATAR is calculated by VTAC solely for the use of tertiary institutions to compare the overall achievement of students who have completed different combinations of VCE studies. It is a rank on a scale of 0 – 99.95 which shows a student's achievement in relation to other students. VTAC uses the VCE results issued by the VCAA to calculate the ATAR. The ATAR is calculated by adding: <ol style="list-style-type: none"> 1. One English study score 2. The next best three study scores 3. 10% of the fifth and sixth study scores

Preamble:

Consistency and fairness of assessment practices are imperative at the VCE/VCAL level, as the judgements teachers make directly impact on students' future opportunities. The purpose of an Assessment Policy is to ensure school based practises align with expectations outlined by the VCAA, enhance consistency and ensure expectations are explicit for students. It is essential that staff have a copy of their subject's Assessment Handbook and Study Design before the year commences and that they adhere closely to the policy and procedures outlined in this document. Assistance in understanding the VCE/VCAL Assessment Policy can be obtained from the Senior Sub-School Leader, Curriculum Leader and HODs.

Core to our work as teachers at Rosebud Secondary College should be a drive to motivate students to achieve their personal best. At VCE level, teachers are working towards the Colleges improvement agenda to enhance VCE median study scores to at or above state mean. A consistent and fair assessment policy in line with requirements set by the VCAA is one of many actions to achieve this.

At Rosebud Secondary College, our purpose is:

- To encourage self awareness, resilience and personal best.
- To learn together in a safe and respectful community.
- To prepare each individual for their future pathway.

We value:

- Respect
- Personal Best
- Belonging
- Responsibility

Satisfactory completion of units

For satisfactory completion of a VCE unit, a student must demonstrate achievement of the set of outcomes for the unit as specified in the study design. The decision about satisfactory completion of outcomes is based on the teacher's assessment of the student's overall performance in assessment tasks designated for the unit. Evidence of achievement is collected by the teacher through a range of tasks which can include School-assessed Coursework (SACs) and/or School-assessed Tasks (SATs) and formative learning tasks and coursework.

The assessment of levels of achievement is separate from the decision to award an S or N (see VCE and VCAL Administrative Handbook).

How a student performs in a SAC or SAT **should not** be the only task to determine if they have achieved an S or N result for the unit. The decision to award an S or N should be made using a range of learning tasks for the outcomes for the unit.

Year 12 students and teachers of Unit 3/4 subjects should be aware SAC scores may change following statistical moderation.

Advice for teachers

- *Students should be provided with multiple opportunities to develop and demonstrate the key knowledge and key skills required for the outcomes for the unit.*
- There should be a variety of assessment tasks to suit all learning styles (seek advice from the document titled 'advice for teachers' available on VCAA subject study design page).
- After work is submitted and marked, teachers must provide feedback to students with advice on where and how improvements can be made, areas for further learning and whether an 'S' or 'N' result has been decided.

Minimum requirements to generate a VCE Certificate

To achieve a VCE certificate the minimum requirement is to **satisfactory complete 16 units**, which must include:

- **Three units** from the English group, including a Unit 3-4 sequence
- At least **three sequences** of Units 3 and 4 studies other than English, which may include any number of English sequences once the English requirement has been met.

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).

A **study score** indicates how a student performed in relation to all other students who took the study. It is calculated using the student's final scores for School-assessed Coursework, School-assessed Tasks, and examinations for each study. To receive a study score students must achieve two or more graded assessments in the study and receive S for both Units 3 and 4 in the same year, unless they have Interrupted Studies status and have met these requirements over two years.

Progression from Year 10 into Year 11

To be eligible for automatic entry into Year 11 a student must successfully:

- Demonstrate learning progress in a **minimum of 10 semester subjects** (*during Year 10 students study 12 subjects, 6 per semester*).
Learning progress is demonstrated by a 'Y' (yes) or 'N' (no) on the end of semester Attitudes to Learning (ATL) report. *A range of learning tasks, assessments and coursework should be used to determine whether or not a student achieves progress in the subject.*
- English and Mathematics in both semesters will make up four of these and the remaining 6 will be made up from other Key Learning Areas.

For a student to successfully meet the requirements of a unit/subject, they need to:

- Attend a minimum of **90% of all classes** (students will be required to attend 'Attendance Redemption' on Thursdays after school if this requirement is not met. For more information see 1. Attendance).
- Satisfactorily complete an appropriate amount of work to demonstrate progress in the key skills and knowledge required

The students performance on assessment tasks and examinations will be used to determine their **level of achievement** (score or grade) for an outcome. Consistent with expectations at VCE/VCAL level, a range of learning tasks, assessments and coursework should be used to determine whether or not a student achieves learning progress in the subject (indicated by ATL semester reports as a 'Y' or 'N'). **Progress ('Y' or 'N') is not solely determined by performance in examinations.**

NOTE: If a student is at risk of not demonstrating progress ('N') this is because the student has not completed an appropriate amount of work to demonstrate the knowledge and skills required. A student is also at risk of not demonstrating progress ('N') if they have not meet the 90% attendance policy and have not attended 'Attendance Redemption'. A teacher will complete a red progress alert for any student at risk of not demonstrating progress ('N') indicating the work that needs to be completed to achieve a 'Y'. The interim ATL report may also be used to indicate if a student is at risk of not demonstrating progress ('N') in the subject. Teachers are expected to make parent phone or email contact to ensure the student is given the appropriate amount of support to demonstrate progress in their learning.

If students do not attend their examination they will be required to attend a rescheduled exam organised by Senior School Curriculum Leader and House Leader.

These minimum progression requirements are put in place to ensure a student will experience success in VCE/VCAL and have established the knowledge and skills required.

Exceptions may be made for periods of extended illnesses or special circumstances.

If a Year 10 student is at risk of not progressing into Year 11 they will be required to attend a review meeting with their parent, Senior School Curriculum Leader and House Leader. During this review meeting it may be decided an 'atypical VCE/VCAL program' needs to be devised to support the student with meeting the minimum requirement of the VCE/VCAL. Students involved in this review will be 'positively case managed' during Year 11 (see Positive Case Management).

Progression from Year 11 into Year 12

Students at Year 11 are expected to **satisfactorily complete eight Unit 1 and 2 studies** in order to automatically advance into Year 12. Students who do not meet these requirements will be expected to attend an interview with the Senior School Curriculum Leader, House Leader and parents to determine the student's best pathway. In most cases a student in this situation would be required to combine units 1 &/or 2 and units 3 & 4 in the second year of their program. A third year of VCE would be required to complete the remaining unit 3 & 4 sequences (*to ensure the student completes their program with 16 units, see 'minimum requirements to generate a VCE certificate'*). This is referred to by the VCAA Administrative Handbook as an 'atypical VCE program'. Students who are at risk of not meeting the minimum requirements of the VCE will undergo '**Positive Case Management**' (refer to Positive Case Management).

Attendance

Students need to be in class in order to learn the necessary skills and knowledge to satisfy the outcomes of each unit. As learning is sequential, it is imperative that students attend all classes. Teachers need to be able to demonstrate that students have met outcomes through completion of work in class so that it is verified and authenticated.

- At Rosebud Secondary College students should aspire to 95% attendance in their classes. At VCE/VCAL, a student is required to maintain a minimum of **90% attendance** for each class to achieve a satisfactory result (S). If they drop below 90% they will be required to redeem attendance (see *redeeming attendance*).
- No more than 10% of classes can be missed for **unapproved** reasons.
Please note: Family holidays are **NOT** approved absences. If a student wishes to take a holiday during the school year they need to seek written permission from the Principal.
- If a student has an **approved** absence that is supported by a medical certificate, this certificate needs to be submitted to the House Support Officer, located in the house area. This approved absence will then be taken into consideration when calculating student attendance statistics (on Compass, VCE compliant).
- If more than a total of 20% of classes are missed for approved medical reasons, the student may need to apply for Special Provision (see *Special Provision*).
- **Students may be awarded an 'N' for a unit if attendance falls below this level.** Students will first be given the opportunity to redeem attendance before an 'N' is issued (see *redeeming attendance and teacher responsibilities*).

IMPORTANT: If a student misses a SAC / SAT (assessment task) for an **unapproved absence** they cannot receive a grade for that task. They may sit the SAC / SAT (assessment task) to help determine their S/N result *only*. As outlined in the VCE and VCAL administrative handbook (*10.1 - VCE/VCAL attendance*) 'The school sets minimum class time and attendance rules. If a student has completed work but there has been a substantial breach of attendance rules, and the school therefore wishes to assign an N to the unit, the school must assign an N for one or more outcomes.'

Redeeming attendance

In the event of a student exceeding the permissible absence rate, there will be a Positive Case Management meeting involving the Senior School Curriculum Leader and House Leader and the student. The outcome of this review could be that a student may:

- Be permitted to redeem attendance on Thursdays after school after completing the “**Attendance Redemption**” form and with the agreement of the Senior School Curriculum Leader and House Leader. The possibility of make-up classes is not automatic, especially if a student has not made sufficient effort to improve attendance.
- Be permitted to apply for consideration of disadvantage on grounds of illness or other hardships (see *Special Provision*).
- Be involved in **Positive Case Management**.
- Have to withdraw from a Unit.

NOTE: In the case where a student is missing and avoiding a particular class for some reason and going to other classes, this is considered truancy. This behaviour will be investigated by House Leaders in order to devise a plan to ensure the student is attending all scheduled classes. Students in these situations may not be eligible for redemption and would need to get their attendance backup to the required levels by attending classes. Teachers will inform House Leaders if this issue arises.

Approved reasons for absence	Unapproved reasons for absence
Illness – <i>medical certificate (approved documentation)</i>	Driving lessons
Funeral – <i>Parent note at coordinators discretion</i>	Personal issues (without further explanation)
Year 12 Examinations	Family commitments
Medical/dental appointments (which cannot be arranged out of class time) – <i>medical certificate</i>	SAC / SAT preparation or completion of work due in other subjects
Court appointments and counselling – <i>letter from court</i>	Part time work commitments
State/National representation in sport – <i>if outside school, letter from coach</i>	Sleeping in or missing the bus. Car or bike breakdown. Truancy.
License testing (one attempt only) - <i>receipt</i>	Supporting upset friends or timetable mix-ups
Approved school event, excursion, camp, extra-curricular activity or suspension	Centrelink appointments
Family holiday - only if an absence learning plan has been secured before leaving	Note from parent or guardian

NOTE: If a statutory declaration is used as documentation, it must be submitted and approved within one week of the return of the student to school.

Absence learning plans

The process for a student to have family holidays marked as an approved absence is as follows:

- Parent/guardian is to put in writing to the school principal a request to have the holiday approved.
- If approved and the holiday is **3 or more days**, the principal will ask the student to organise a 'Student Absence Learning Plan' with the relevant sub school curriculum leader (it is the student's responsibility to organise this).
- The student will speak to their classroom teachers to get a list of activities that need to be completed before returning to school from their holiday. Classroom teachers will sign this section of the plan.
- **NOTE: If a student will miss a SAC/Exam whilst on holiday they are required to complete the SAC before leaving (at the teacher's discretion).**
- The student will then have the 'Student Absence Learning Plan' signed by;
 - Their parents/guardians,
 - Principal or delegate of the principal (before they depart for holidays)
 - House Leader
 - Sub School Curriculum Leader
- **Last step:** Before the student leaves for holidays they will show this completed plan to Sub School Curriculum Leader who will then inform teachers, House Leaders and House Support Officer via email if their absence is approved.
- It is the responsibility of the student to ensure work on the absence learning plan is completed upon return to school. Classroom teachers will check this.

NOTE: If a student seeks approval for a holiday with the Principal a long time in advance (e.g. seeks approval for a Term 3 holiday in Term 1) it is the students' responsibility to follow this process 2 weeks prior to leaving for their holiday.

To achieve an 'S' for a Unit a student must:

- Produce work that demonstrates achievement of the outcomes
- Submit work on time
- Submit work that is clearly his/her own
- Observe the VCAA and school rules
- Satisfy attendance requirements.

At risk of achieving an 'N' for a Unit:

A student may achieve an 'N' for a unit if they have not adhered to any of the requirements listed above. See *redeeming outcomes*.

NOTE: As part of our school improvement goals, the focus is on learning progress, achieving high expectations, improved median study scores and creating a culture where students strive for their personal best. It is essential to also note, that the VCE is also designed for a diverse range of students and for each of these students, achieving their personal best can look very different and individual. For some students striving to achieve their personal best is achieving a study score of over 40 and for other students it is achieving an 'S' by demonstrating the key skills and knowledge of the outcome at a basic (but satisfactory) level. **An 'N' result can have a significant impact on a student's future and our role is to ensure we are working with students to support them in their endeavours to achieve an 'S'.**

Redeeming outcomes

If, in the judgement of the teacher, work submitted by a student for the assessment of an outcome does not meet the required standard for satisfactory completion, the teacher may consider work previously submitted, provided it meets the requirements. A teacher may permit a student to submit further work to meet satisfactory completion requirements of a unit, however, students may not submit further tasks for the reconsideration of SAC/SAT scores awarded by the school. Redeeming of an outcome can take place during allocated 'SAC/SAT Redemption' times.

If a student is at risk of achieving an 'N' then:

- Parents must be informed (see teacher responsibilities). It is expected that the subject teacher makes phone or email correspondence with the parent, this is additional to a red progress alert.
- **A red progress alert will be posted on Compass** (*this can be documented at any stage, NOT just at progress review times*).

Senior School Curriculum and House Leader responsibilities

This team must inform students in writing of:

- VCE/VCAL Assessment Policy
- Attendance requirements to achieve an 'S' and attendance redemption
- Special Provision processes
- Process for missing an assessment, 'SAC Redemption'

This documentation will be prepared by the Senior School Curriculum Leader.

This team will provide support to students 'at risk' of achieving an 'N' through parent meetings, mentoring and career counselling. These students will be identified by;

- Red progress alerts posted on Compass. *House Leaders will run and review red progress summaries frequently throughout the year (each term following progress reviews).*
- Attendance statistics on Compass (VCE/VCAL compliant column). This team will run attendance reviews of Compass VCE/VCAL compliant data **week 5 of each term** to identify students who will be required to attendance '**Attendance Redemption**' on Thursday after school.

Teacher responsibilities

Classroom teachers are required to:

- Specify the work that a student must do to satisfactorily complete a Unit and the conditions under which the work is to be done.
- Publish assessment dates which will be made visible to students and parents. At Year 11 and 12 this will be completed through Google drive (*organised by the Senior School Curriculum Coordinator*) and will be shared with Year 11 and 12 students via Compass.
- Provide students with timely feedback. **NOTE:** *student drafts are not to be submitted to the teacher for the purpose of getting feedback on an incomplete task that will contribute to the total of Unit 3 and 4 School-assessed Coursework score. Teachers must not mark or provide comments on any draft submitted for School-assessed Coursework.*
- Inform students and parents when they are at risk of not satisfactorily completing a unit. This is for both **attendance** and at risk of not showing a satisfactory understanding of the key skills and knowledge of the outcome. Staff are expected to complete a '**red progress alert**' **before an 'N' can be issued**. It is also expected that the subject teacher makes phone or email correspondence with the parent to inform

them that their son or daughter is at risk of achieving an 'N' (all correspondence is to be recorded on Compass). Following a red progress alert, teachers should inform students of the deadline to submit further work to achieve an 'S' and then resolve this red progress alert (on Compass) when completed. For additional information, see *Senior School Progress Policy*.

- Monitor student **attendance** and inform students, parents and House Leader when the student is 'at risk'. **Before an 'N' can be issued** the Senior School Curriculum Leader and House Leaders should be informed to ensure the '**Attendance Redemption**' process can be initiated.
- Follow the process outlined in section 8 '**missing a SAC or SAT**' and **SAC Redemption**.
- Monitor and record each student's progress for School-assessed Coursework undertaken outside class time from start 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 (see authentication)**. This form is then filed by the classroom teacher for their authentication records.
- For **School-assessed Task**: 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. 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.

NOTE: As part of our school improvement goals, the focus is on learning progress, achieving high expectations, improved median study scores and creating a culture where students strive for their personal best. It is essential to also note, that the VCE is also designed for a diverse range of students and for each of these students, achieving their personal best can look very different and individual. For some students striving to achieve their personal best is achieving a study score of over 40 and for other students it is achieving an 'S' by demonstrating the key skills and knowledge of the outcome at a basic (but satisfactory) level. **An 'N' result can have a significant impact on a student's future and our role is to ensure we are working with students to support them in their endeavours to achieve an 'S'.**

Student responsibilities

- Adhere to the College's assessment and attendance policy.
- Attend 'Attendance Redemption' on Thursdays after school if they are identified for falling below attendance requirements.
- Attend SAC Redemption on Thursday after school if they have missed a SAC / SAT.
- Ensure approved documentation is obtained following extended absences or after missing an assessment task (see missing a SAC/SAT).
- Follow-up on red progress alerts with their classroom teacher by completing the task and showing it to their teacher who will then 'resolve' the task on Compass.
- Understand they may not be permitted to attend extra-curricular activities if they are identified as 'at risk' from progress alerts or poor attendance.
- Ensure all work submitted for assessment is genuinely their own and acknowledge all resources used. **NOTE:** it is unacceptable to use or copy another person's work without acknowledgment (referencing/citing). A student must not knowingly assist another student in a breach of rules, **breach of authentication**.

Authentication

All work submitted to contribute towards showing a successful understanding of the subject and its outcomes needs to be the student's own work. If any part or all of the work contributing to an 'S' cannot be authenticated, the matter must be dealt with as a breach of assessment rules (see breach of assessment). Students must acknowledge all resources used during any form of assessment according to individual subject referencing requirements.

Teachers are required to monitor and record student's progress for parts of School-assessed Coursework (SACs) undertaken outside of class time. At VCE level this requires regular sightings of the work by the teacher and the keeping of records in the Authentication Record for School-based Assessment form. HMA places a copy of this in VCE teachers pigeon holes each year. [Here](#) is a link to a PDF version.

In considering whether a student's work is genuinely their own, teachers will 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.

In the event that the student's work for assessment raises the suggestion that the work submitted is not their own, they may be asked to:

- provide evidence of the development of the work
- discuss the content of the work with the teacher and answer questions to demonstrate their knowledge and understanding of the work
- provide samples of other work
- complete, under supervision, a supplementary assessment task related to the original task.

If the investigation shows that the work submitted is not their own the student will need to complete a supplementary assessment task that related to the original task. This will be for an 'S' result only. This breach of assessment will be documentation on the students' Compass. Further breaches of assessment and authentication will result in an 'N'.

Missing a SAC or SAT - SAC Redemption

If a student misses a SAC/SAT, this absence must be supported by **approved** documentation (*eg medical certificate, excursion note etc.*) in order for them to sit the assessment for a **grade or score**.

If a student misses a SAC/SAT for **unapproved** reasons (*missed bus or family holiday without an absence learning plan*), without formal documentation, they **can not** sit the assessment for a grade or score. They **can** sit the assessment for an 'S'.

Following an absence from a SAC/SAT, on the **next returning day** to school the student needs to:

1. Show a copy of the formal documentation (medical certificate) to the house support officer to have the absence from school marked as approved. **Student is to retain a copy of this documentation to submit with the SAC Redemption paperwork.**
2. Make contact with their classroom teacher to inform them of their absence and check their **Compass** to make sure they have been logged into SAC redemption **via Compass** by their teacher..
3. Get a copy of the SAC redemption letter from their teacher which is **generated from compass**
4. Attend SAC Redemption on the **Thursday** of the week returning to school. SAC Redemption will **commence at 3.15pm** and will be conducted by teachers in **room G02/G03.**
5. The classroom teacher is responsible for passing the SAC onto the Senior School Curriculum Leader by **Thursday 9am** in preparation for the SAC Redemption on the Thursday after school.
6. If a student misses SAC Redemption they are required to have **approved documentation** to support this absence, if they do not, they will **not** achieve a grade or score for this assessment. **SAC Redemption is a formal reschedule.**
7. The Senior School Curriculum Leader will return the SAC/SAT that is completed during SAC Redemption to the pigeon hole of the teacher. This will be returned by attaching the 'SAC Redemption' form (from Compass) that will indicate if the student's absence from the original schedule SAC/SAT was approved or not and if the student can be awarded a grade or not.

NOTE: SAC Redemption is a formal SAC/SAT reschedule. If a student misses SAC redemption this needs to be supported with approved documentation. If not, the student can not receive a score for the SAC/SAT.

Special circumstance: There are some subjects that have practical components related to a SAC that require specific subject teacher skill and expertise. For this reason, the redemption for the practical component of this SAC would need to be negotiated with the class teacher. The teacher is still required to record this on Compass and the student is still required to submit the approved documentation to support their original absence.

Staff SAC Redemption instructions - [here](#)

Important SAC Redemption notes:

Teachers please note: Students should **NOT** be completing SACs in staff office spaces. The process of SAC Redemption needs to be followed when students missed assessment tasks. Consistency amongst staff and students is imperative.

Misusing SAC Redemption or special circumstance:

It is the classroom teacher's responsibility to alert the Senior School Curriculum Leader if in their belief a student is misusing this supportive SAC reschedule system. This is a breach of assessment and will be investigated as outlined in the VCAA handbook.

Students must attend the SAC Redemption they were scheduled in for which will be the Thursday following their absence. Students cannot pick and choose their reschedule dates, work, transport home and sporting commitments need to be organised around their SAC reschedule. Students know if they miss a SAC they can

expect to be scheduled in for redemption on the Thursday following their absence. This redemption is recorded on a students' Compass dashboard. Not knowing they were scheduled in for redemption is not a valid or approved excuse for missing their reschedule. If students do not attend the scheduled SAC redemption they cannot receive a score on their assessment. This will have a big impact on the student's overall results.

In special circumstances where a student may have missed more than one SAC in a week they are required to contact the Senior School Curriculum Leader. The Senior School Curriculum Leader will work with the classroom teacher to work out appropriate options endeavoring to minimise delay in giving assessment feedback to other students.

NOTE: School Assessed Tasks (SATS) are set by VCAA, and generally involve an extended project or folio work. If a student misses the submission timeline, due to the on-going and extended nature of assessment, a statutory declaration or medical certificate (only) will not suffice. It is the responsibility of the student to make contact with their teacher (first) or Senior School Curriculum Leader before the assessment due date. Students would be required to organise delivery of the work by the set date or to apply for an extension of time due to special circumstances (through the Senior School Curriculum Leader).

Rescheduling an assessment task (SAC/SAT) for an individual student

Extension of time for an individual student to complete a task (SAC/SAT) will only be granted in special circumstance.

Extension time is interpreted as the granting of extra time beyond that normally allocated to the SAT or SAC timeline. 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 SAC/SAT.

Students who **do not** apply for an extension will be given the opportunity to redeem for an S but no grade will be awarded.

Students seeking an extension to complete a SAC/SAT will only be granted where the following situations have arisen:

- The student has been ill, and can supply a medical certificate stating that they were unfit for school.
- If there is a severe personal trauma e.g. Death of a close relative.

Applying for an extension is distinct from applying for special provision.

Students seeking extensions are bound by the following expectations:

- Student obtains an extension form from the Senior School Curriculum Leader
- The application for an extension form must be filled in and submitted to their relevant subject teacher.
- The subject teacher will then return the completed form to the student who will give to the Senior School Curriculum Leader for approval.

Applications for extension forms can be retrieved from Senior School Curriculum Leader's office.

Reporting results in VCE

Teachers are to create **Learning Tasks on Compass for SAC/SATs** (assessment tasks) and then report students achievement on these learning tasks.

As stated above under the section 'redeeming outcomes', if a student is at risk of achieving an 'N' then:

- Parents must be informed (see teacher responsibilities). It is expected that the subject teacher makes phone or email correspondence with the parent, this is additional to a red progress alert.
- A red progress alert will be posted on Compass (this can be documented at any stage, NOT just at progress review times).

Teachers must advise students that their total School-assessed Coursework scores may change following statistical moderation.

Unit results will be formally submitted to the VASS administrator towards the end of Semester 1 and Semester 2. There is no flexibility with these dates (for staff and students).

Multiple classes per subject

Where there is more than one class of a particular study in the school, the VCAA expects the school to apply internal moderation and or cross-marking procedures to ensure consistency of assessment between teachers. Strategies to determine initial school-based assessment and moderate when there is more than one class include:

Approach 1

- Teachers meet to discuss performance descriptors/assessment criteria, topics and approaches used for the task.
- Teachers grade the task from their own classes.
- Teachers swap samples and carry out blind marking.
- If necessary, teachers mark further tasks or reassess tasks from their own class.
- Difficult cases are further discussed before results are entered

Approach 2

- Teachers combine and distribute the student tasks among themselves for assessment.
- The results are returned to the class teacher, who reassesses all tasks or the tasks of students who have unexpected results.
- Unusual cases are considered by all teachers concerned.

Approach 3

- Samples from all classes are distributed.
- All teachers assess the same tasks.
- Differences in results are discussed to gain a clearer and more consistent understanding of the application of the performance descriptors/assessment criteria.
- When all teachers are confident they have a consistent understanding of the application of the performance descriptors/assessment criteria, each teacher assesses tasks from their own class.

Teachers are advised to apply the same approach to authentication and record-keeping, as cross-marking sometimes reveals possible breaches of authentication. 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.

When delivering the same School-based Assessment across several different discrete classes, teachers should:

- engage in consultation to arrive at agreed School-based Assessments
- ensure the delivery of content, resources provided, revision and assessment conditions are consistent in time and type
- minimise the time lag between classes.

When there is more than one class of a study, teachers of these studies are advised to work together to devise strategies to ensure fairness, integrity and consistency. It is advisable for teachers of subjects where multiple VCE subjects run to organise one central place (such as a google team folder or google classroom) where all students can have access to the same learning materials and resources.

Course Planning and Types of assessment in VCE

Across Unit 1 - 4, teachers should frequently draw student's attention to the key knowledge and skills in their subject study design. In some subjects, good practice is encouraging students to use the key knowledge points from the study design to form the headings in their notes and to prepare capacity matrices to help students monitor their revision before assessments.

Teachers will use the RSC SAC and SAT common front page. This has all the information that is required by VCAA when delivery assessments at VCE. Document is [here](#) - staff to make a copy and input relevant subject details

Unit 1 and 2

Procedures for the assessment of SACs/SATs in Units 1 and 2 are a matter for school decision. The Senior School Assessment Policy along with recommendations and guidelines from the relevant subject study design guides decision making. Assessment should take different forms, for example, a mix of: tests, essays, extended responses and practical investigations. Seek advice from the subject study design.

Unit 3 and 4

The VCAA specifies the assessment procedures for students undertaking scored assessment in Units 3 and 4. Designated assessment tasks are provided in the details for each unit in the VCE study designs. The study design contains the tasks that students have to be given in order to maintain the integrity of assessment practises. Some subjects list 8 or more assessment task options per outcome to choose from. For some outcomes the assessment of achievement may best be structured by using more than one assessment task; teachers should exercise judgment in the determination of the number of tasks in the assessment of an outcome to balance assessment of student performance and student workload. If teachers require assistance in interpreting the study designs assessment procedures, advice should be sought from their HOD.

Teachers should review the **performance descriptors** (which can be found on their subjects page on the VCAA website, in assessment advice). The marking scheme used to assess a student's level of performance should reflect the relevant aspects of the performance descriptors and be explained to students **before** commencing a task.

Performance descriptors provide a guide to the levels of performance typically demonstrated within each range on the assessment task/s. The performance descriptors for each outcome identify the qualities or characteristics expected in a student response. These descriptors can also be good to provide to students as feedback after assessments.

Teachers should also refer to their subjects current study design for details on graded assessments and calculation of the study design. Students should be informed how different outcomes contribute to their subjects study score calculation.

NOTE: Teachers should use a variety of learning activities and assessment tasks that provide a range of opportunities for students to demonstrate key knowledge and key skills in the outcomes.

Scheduling or rescheduling of a SAC or SAT

Year 11 and 12, SAC / SAT dates will be shared with students via Compass. Students must be informed at least one week in advance of the exact date of a SAC. It is an expectation teachers put their assessment dates into the relevant SAC / SAT calendar that will be shared with them via google drive. Before scheduling assessment tasks, teachers are to consult the school calendar and avoid putting assessments on days where VCE students will have an excursion or on Wednesdays when some students will have Tafe/VET subjects.

If teachers wish to reschedule an assessment task (SAC/SAT) because their students are not ready to be assessed, or due to other circumstances, adequate notification should be provided to **all students** in the subject. A SAC/SAT cannot be rescheduled ahead of time for an individual student. If they cannot attend a SAC/SAT due to an 'approved absence' they need to be following the 'SAC Redemption' process. An extension of time for all students in a class should only be given on condition that all students are given adequate notice and that no student in the class or in another class is advantaged or disadvantaged.

Extension of time for an individual student to complete an assessment task (SAC / SAT) should only be granted in special circumstances (see 'Rescheduling an assessment task - SAC/SAT - for an individual student'). This decision should be made in consultation with Senior School Curriculum Leader.

Feedback to students and integrity of assessments

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

- Advice on where and how improvements can be made.
- Areas for further learning.
- Reporting S or N decisions and/or written comments on students' performance against each outcome.

Teachers must advise students that their total School-assessed Coursework scores may change following statistical moderation (this message is on the SAC/SAT front page). Teachers should also not discuss class ranks with students.

When it comes to returning SAC/SATs to students VCAA advise the following:

- Schools should have access to work completed for assessments (SAC/SATs) until the end of the academic year
- It is advisable that teachers photocopy the student's SAC/SAT and give the student the photocopied version and maintain the original version (for a year). Alternatively, teachers can scan a copy of the SAC/SAT and return the original SAC/SAT to the student.

To maintain assessment integrity, teachers should avoid recycling SAC/SATs from one academic year to another to ensure that students are unable to use other student work from previous academic years.

Where commercially produced tasks are being used for school-based assessment it is the responsibility of the school to ensure the tasks meet the requirements of the study design and that modifications are made for authentication purposes.

VCE Assessment Guidelines (VCAA) - Rules for assessment

These guidelines apply to all school based assessment tasks in Units 1-4. In order to help preserve the integrity of school based assessment at VCE, the following guidelines have been established for the conduct of assessment tasks:

- Students should be clearly informed of the conditions under which assessment tasks (SAC/SAT) are to be conducted, including the resources permitted.
- Students must ensure that all work submitted for assessment is genuinely their own. If any part or all of a student's work cannot be authenticated, the matter must be dealt with as a breach of rules.
- If dictionaries are permitted, supervisors must check they do not contain any notes or prohibited material before and/or during the assessment period.
- Teachers must actively supervise. Laptop use is discouraged during assessments.
- If an assessment task (SAC/SAT) date is changed from one previously published, students must be clearly notified with details of the new date.
- Student work should be collected by supervisors prior to students being allowed to leave the room.

Assessment sessions should be conducted in the following manner:

- Students must enter the room silently.
- Once seated students may not leave the room until the session concludes.
- Due to changes made by VCAA relating to end-of-year exam conditions, students will only be notified with a verbal warning when there are five minutes remaining (NO times are written on the board).
- No pencil cases are to be situated on desks (if they are they need to be clear/transparent).
- If books are brought into the room they need to be left at the front of the room.
- No bags are permitted in the room.
- If a dictionary is permitted (EAL or English, Languages) it must be checked.
- Students are not permitted to communicate with each other in any way throughout the session.
- Students are not permitted to carry any electronic devices into the room. A final announcement should be made before reading time commences informing students of the following: "A reminder NO ICT should be in the examination room. If you do have any ICT on your person, please turn it off and hand it to the supervising teacher". They will hear a similar announcement for end-of-year VCAA exams.
- Watches should be taken off and situated on the top of the table
- Water bottles are permitted but must be transparent with no labels and have a capacity of no more than 1500ml. Water bottle must also not be placed on the table at any time.

Work completed outside of class

Additional work and study outside class will be required as part of the students' regular learning program to provide students with the opportunity to develop their skills and knowledge. 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 study teacher, taking into account the nature, scope and purpose of the task. For School-assessed Coursework undertaken outside 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**.

Breach of rules in school based assessment

Teachers who believe that a breach of rules has occurred in a school based assessment task (SAC/SAT) should report the incident to the Senior Assistant Principal, Senior School Curriculum Leader and relevant House Leader. The teacher should make a detailed record of the allegation and email this to the Senior Assistant Principal, Senior School Curriculum Leader and the relevant House Leader as soon as they become aware of the breach. The Senior School Assistant Principal, Senior School Curriculum Leader and relevant House Leader will then conduct an investigation into the allegation. The student's work should not be accepted for assessment, pending an investigation by the school. The original of the final version of the work is to be retained by the school. The student should be given a copy of the work.

Preliminary Investigation

1. The Senior Assistant Principal, Senior School Curriculum Leader and relevant House Leader will assess the allegation and conduct a preliminary investigation to determine if further investigation is required. The Senior School Curriculum Leader will maintain records of this investigation. If no further investigation is required the incident will be recorded on the students' compass (visible only to teachers).
2. If the investigation suggests there is substance to the allegation, the student will be informed in writing of the nature of the allegation, and be invited to attend an interview to respond to the allegation. The student is permitted to bring a support person to the interview. The support person is there not to represent the student or to speak on their behalf, but to provide moral support. The Senior School Curriculum Leader will send this letter. If a student elects not to attend an interview, they should be given an opportunity to respond in writing to any allegation against them.
3. Parents will be advised of the breach of assessment if the preliminary investigation suggests there is substance to the allegations. This contact is to be made by the Senior School Curriculum Leader.
4. If the allegation raises the suggestion that a student has submitted work that is not their own, as part of seeking a response from the student the investigator should ask the student to provide evidence that demonstrates that the work submitted is their own and/or was completed in accordance with VCAA requirements.

Decision-making

- The Senior School Assistant Principal (if not involved in the preliminary investigation) or the Principal will make the decision following the report.
- The material gathered during the investigation should be provided to the decision-maker, along with any responses the student provided during the course of the investigation. If the decision-maker forms an independent view that the evidence against the student is insufficient to justify a meeting or hearing, then the decision-maker should confirm in writing to the student that no further action will be taken.
- If the decision-maker considers that there is sufficient evidence to justify a meeting or hearing to decide whether or not the allegations are proven, then a hearing or meeting should be convened. The student must receive adequate written notice of the meeting or hearing conducted by the decision makers. At least 24 hours' notice is necessary. The notice should include:
 - o the date, time, place and likely duration of the meeting or hearing
 - o the allegation or allegations against the student
 - o the names of all decision-makers
 - o that the student may bring a support person to the meeting or hearing
 - o the name of a contact person if the student has queries about the meeting or hearing
 - o a copy of any evidence that the decision-makers will consider at the meeting or hearing, including whether any witnesses will be present at the meeting or hearing
 - o the possible outcomes, including penalties.
- The decision-maker should inform the student of the decision and any penalty to be imposed at the meeting or hearing, and of the student's capacity to appeal the decision to the VCAA. The decision-maker should keep accurate records of their decision, the reasons for their decision and the penalty imposed, to enable the school to confirm these matters in writing.

Penalty of breach

- a verbal or written warning
- refusal to consider the student's work for a score. The student will be given the opportunity to submit alternative work in order to achieve an 'S' for the outcome
- refusal to accept any part of the work, awarding an N for the outcome

After the hearing

The school must write to the student to confirm:

- the findings of the decision-maker in relation to any allegation against the student (setting out each allegation, and whether the allegation was found proven or not proven)
- the reasons for the decision on each allegation, and the supporting evidence
- any penalty that will be imposed
- information about the student's right to appeal to the VCAA, including that the appeal must be lodged

Special Provision

VCAA Special Provision Policy is to ensure that the most appropriate, fair and reasonable arrangements and options are available for students to demonstrate their capabilities if their learning and assessment programs are affected by illness, impairment or personal circumstances.

Students who believe they require Special Provision need to speak to the Senior School Leader who will support them with the application process. At Year 11, Special Provision is granted internally by the school, at Year 12 it is processed by the VCAA. In order to complete the Special Provision process, approved medical documentation needs to accompany the application.

Students who have been granted Special Provision are not exempt from meeting the requirements for satisfactory completion of the VCE or VCAL, or from being assessed against the outcomes for a study. They are still required to demonstrate their level of achievement in meeting the outcomes identified in the study design as well as completing School-based Assessment and VCE external assessments.

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

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

Students granted Special Provision must still complete all school work related to satisfactory completion of the outcomes of a VCE or VCAL unit. 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.

If a student requires Special Provision but is still deemed to be at risk of not being able to meet either the unit outcomes or satisfactory completion of the VCE or VCAL, the school should develop a management plan. One of the first steps in developing a management plan should be the establishment of a support group to help the student in undertaking the VCE or VCAL.

Positive Case Management

Students who are at risk of not meeting the minimum requirement of the VCE/VCAL will undergo 'Positive Case Management'. This is a partnership between the Senior Team, parent/guardian of the student and the student in order to devise an action plan inclusive of strategies to better support them in achieving their VCE/VCAL. Students will be identified as requiring Positive Case Management through analysis of progress alerts (conducted each term) and analysis of attendance data (conducted every 5 weeks). A review of student's enrolment at the College will be conducted if the actions outlines the 'Positive Case Management' are not upheld.

Managing small-group partnerships for statistical moderation of School-based Assessment

The VCAA recommends that schools with **five or less** enrolments in any VCE Unit 3–4 study form a partnership with another school to enhance the curriculum provision or assessment arrangements for students. The Senior School Curriculum Leader will support the classroom teacher with locating a relevant partner school. If a teacher has a Unit 3/4 subject with a class of five or less and are wishing to be exempted from a small-group partnership, this needs to be put in writing to the Senior School Curriculum Leader and Assistant Principals stating the reasons for exemption. Schools are required to request exemption from small group partnerships. Once schools have formed partnerships, the details must be entered on VASS and need to be approved by each school in the partnership.

Best practice:

- Teachers in the partnership should make contact as early in the academic year as possible and keep written records of meetings, telephone calls, emails and any other relevant interaction.
- There should be an initial meeting that covers the requirements of the study design for each of the chosen assessment tasks and the assessment criteria, and for coursework.
- Teachers are required to agree on the procedures for ensuring comparability of assessment tasks and the schedule and marking schemes of any tasks to be done in common.
- Teachers should be clear and consistent about the application of the mandated criteria and descriptors for the School-assessed Task (SATs).
- Each school should mark the assessment tasks of its own students and select student tasks for moderation.
- Each school should enter the scores for its own students on VASS.
- Each school should send a copy of the VASS printout of the scores for all School-based Assessment tasks to its partner schools to verify that scores have been entered correctly