



Senior School Policy Handbook VCE Policy Handbook

2015

The purpose of this handbook is to provide students, parents and staff with information about the administration and regulation of the VCE. The handbook has been developed in accordance with the information given by the Victorian and Curriculum Assessment Authority (VCAA) in the VCE Administrative Handbook, other relevant VCAA publications and Sunbury College policies.

All students, parents and staff should ensure that they are familiar with the information presented in this handbook. If more information is required on VCE policies please contact the College.

www.vcaa.vic.gov.au

Easy find reference guide to common questions:

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Common acronyms:

ATAR	Australian Tertiary Admissions Rank
DEECD	Department of Education and Early Childhood Development
DES	Derived Examination Score
GAT	General Achievement Test
SAC	School Assessed Coursework
SAT	School Assessed Task
VCAA	Victorian Curriculum and Assessment Authority
VCE	Victorian Certificate of Education
VET	Vocational Education and Training
VTAC	Victorian Tertiary Admissions Centre

Senior School: Positions of responsibility

Senior School Assistant Principal:	Mr. Geoff Dillon
Senior School Leader:	Mr. Craig O'Bree
Year 12 Manager:	Mrs. Branka Shallies
Year 11 Managers:	Mr. Chris Fellows
Year 10 Managers:	Ms. Sally Birchnell Ms. Brie Pilkington
Senior School Assistant:	Ms. Leanne Delivera
Careers Coordinator:	Mr. John Fitzgerald

Senior School Philosophy

The vision of the Senior School team is to equip every student in our care with the knowledge, skills and confidence to be successful, lifelong learners and valued community members. We will do this by:

- having high expectations of ourselves and our students
- challenging, encouraging and supporting our students academically, socially and emotionally
- working collaboratively with parents to achieve the best possible outcomes for students

Students need to be aware of the high level of commitment required to achieve their best in completing their VCE. Of particular importance is priority being given to their education over employment, work, sports, extra-curricular activities and time off school for family holidays.

VCE Overview

The Victorian Certificate of Education (VCE) is a certificate which recognises the successful completion of a student's secondary education completed in accordance with VCAA guidelines. To obtain the VCE, students must satisfactorily complete a minimum of sixteen units of study, usually undertaken over two years. These units are semester long and may include VCE and VET programs.

At Sunbury College we offer an extensive range of units as subjects taught at the College, in addition to the option of VET based subjects in which students receive full use of school facilities and a high level of teacher support to complete these.

Successful Completion of VCE

Students at Sunbury College normally study 12 units (6 subjects) at year 11 and 10 units (5 subjects) at year 12 – combining for a total of 22 units across the two years. Successful completion of the VCE requires satisfactory completion of a minimum of 16 units which must include:

- Three units from the English group, with at least one unit at Units 3 & 4
- 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

Study Score and ATAR:

At the completion of the VCE students will receive a study score for each subject calculated using the results from school assessed coursework, school assessed tasks and examination scores for each unit of study. The combined study scores from all subjects completed is used by VTAC to calculate the student's Australian Tertiary Admissions Rank (ATAR).

A study score has a maximum of 50 and indicates how a student has performed in comparison to all students' state wide who completed the subject. A study score of 23 – 37 indicates the student is in the middle range in comparison to other students' results, whilst a study score above 38 places the student in the top 15% of all students completing the study.

To receive a study score students must receive 2 or more graded assessments in the study and be awarded an S for both units 3 & 4 in the same year. Study Scores and ATAR scores are calculated and distributed mid-December.

Satisfactory completion of VCE units

The student receives an S for a unit if the teacher determines that all the following outcomes are achieved satisfactorily. A student must:

- produce work that demonstrates achievement of the outcomes
- submit work on time
- submit work that is clearly their own
- observe Victorian Curriculum and Assessment Authority (VCAA) and school rules

Meeting the required standard

School Assessed Coursework (SACs)

School Assessed Coursework, or SACs, are assessment tasks that are used to assess the level of achievement by a student of the outcomes as outlined in a subject's study design. Students will receive a grade that will reflect their knowledge and skills of the outcome and determine if they have achieved a satisfactory or not-satisfactory result for both the SAC and the outcome.

SAC Redemption

When a student has a SAC and achieved a result that indicates to the teacher that they haven't demonstrated a satisfactory understanding of the outcome being assessed, the student will need to sit a second SAC called a Redemption SAC. This is sat in order for the student to change the Non-satisfactory (N) result achieved in the first SAC into a Satisfactory (S) result. For a students to be entitled to a Redemption SAC they must have made a genuine attempt on the original assessment task.

The teacher will use the following as a guide for judging if a students has made a genuine attempt:

- A Students has completed most of the expected revision tasks set by the teacher
- A Student has attempted most questions in the SAC to the best of their ability
- A student has asked the teacher for assistance in or outside of class
- A student has demonstrated positive work habits in the lead up to the SAC
- A student is able to provide evidence of adequate revision/preparation for the SAC

Students must than complete the *SAC redemption application* form to complete the redemption task.

A SAC redemption that is performed to a satisfactory standard will change the students result for the outcome from not-satisfactory to satisfactory, however the grade for the original SAC will stand.

A student who has achieved a not-satisfactory standard on the SAC redemption will receive a not-satisfactory result for the outcome and the unit.

School Assessed Tasks (SATs)

Some subjects use School Assessed Tasks (SATs) to assess a student's knowledge of a learning outcome. SATs are assessment tasks completed over an extended period of time and are usually presented in the form of a folio of work, where the student demonstrates the development of ideas and planning of the piece of work. Like SACs they are assessment tasks that are used to assess the level of level of achievement by a student of the outcomes as outlined in a subject's study design. Students will receive a grade that will reflect their knowledge and skills of the outcome and determine if they have achieved a satisfactory or not-satisfactory result for both the SAT and the outcome.

Subjects that use SATs to assess students are Media Studies, Studio Arts, Visual Communication Product, Design and Technology and Food and Technology.

SAT Redemption

Students will only be given the opportunity to complete a SAT redemption in Unit 1 and Unit 3 due to limited time between when SATs are due and the VCAA submissions dates in Units 2 and 4. Students need to ensure they meet a satisfactory standard throughout the semester when given progress reports by their teacher for their SAT. When a student has a SAT and achieved a result that indicates to the teacher that they haven't demonstrated a satisfactory understanding of the outcome being assessed, the student will be given a limited amount of time following feedback from their teacher to improve their SAT to a satisfactory standard. For a students to be entitled to a Redemption SAT they must have made a genuine attempt on the original assessment task.

The teacher will use the following as a guide for judging if a students has made a genuine attempt:

- A Students has completed most of the expected revision tasks set by the teacher
- A Student has attempted most questions in the SAT to the best of their ability
- A student has asked the teacher for assistance in or outside of class
- A student has demonstrated positive work habits throughout the SAT
- A student is able to provide evidence of adequate application throughout the SAT

Students must than complete the *SAT redemption application* form to complete the redemption task.

A SAT redemption that is performed to a satisfactory standard will change the students result for the outcome from not-satisfactory to satisfactory, however the grade for the original SAT will stand.

A student who has achieved a not-satisfactory standard on the SAT redemption will receive a not-satisfactory result for the outcome and the unit.

Graded Assessment of tasks

Unit 1 & 2

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

Unit 3 & 4

In every Unit 3 / 4 study students are assessed both internally and externally. VCE studies are internally assessed using 'School Assessed Coursework' (SACs) and in some studies they will also have 'School Assessed Tasks' (SATs). In October and November students are assessed externally during the examination period.

Examinations

Examinations at Sunbury College are conducted in accordance with VCAA and College policies and are compulsory for all VCE students. Students completing Unit 1 & 2 subjects will complete internal exams at the end of each unit in June and November. For students completing Unit 3 & 4 there is one external examination period in October and November. In addition to the external exams, Unit 3 and 4 students will sit internal practice exams in exams in October. Students studying a Unit 3 and 4 study will also complete the General Achievement Test (GAT) in June each year.

GAT

All students enrolled in one or more sequences of Units 3 and 4 must sit the General Achievement Test (GAT) in June. The GAT score is used by the VCAA to calculate derived examination scores and to check for accuracy of external examination marking.

Rules for assessments under Test Conditions and Authentication of student work

A student undertaking assessment under test conditions as part of School-based Assessment must comply with VCAA examination rules, where relevant.

Students must observe and schools must apply the following rules for authentication of School-based Assessment:

1. A student must ensure that all unacknowledged work submitted for assessment is genuinely their own.
2. A student must acknowledge all resources used, including: text, websites and source material
3. The name and status of any person who provided assistance and the type of assistance provided.
4. A student must not receive undue assistance from another person in the preparation and submission of work.
5. 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
6. Prompting and general advice from another person or source, which leads to refinements and/or self-correction.
7. Unacceptable forms of assistance include: use of, or copying, another person's work or other resources without acknowledgement
8. Corrections or improvements made or dictated by another person.
9. A student must not submit the same piece of work for assessment in more than one study, or more than once within a study.

10. A student must not circulate or publish written work that is being submitted for assessment in a study, in the year of enrolment.
11. A student must not knowingly assist another student in a breach of rules.

Investigation of breaches of School-based Assessment rules

Teachers who believe that a breach of rules (including authentication rules) has occurred in a School-based Assessment should report the incident to the Senior School Leader. The Senior School Leader will then conduct a preliminary investigation into the allegations. A typical allegation might be that a student had access to unauthorised notes related to the assessment. This investigation may include discussions with the study teacher supervising the assessment, examination supervisors or other witnesses, including other students. If this investigation supports the allegations, the Senior School Leader will interview the student and allow them to respond to the allegations. If this interview suggests there is substance to the allegations, the matter will be referred to a hearing.

The student's parents or guardians will be advised of the nature of the allegations.

Investigation of breaches of authentication rules

If the alleged breach raises questions about whether the student's work is genuinely their own (Authentication), the student's work will not be accepted for assessment pending investigation. The original of the final version of the work will be retained by the school. The student should be given a copy of the work.

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.

Students will be asked to provide evidence that the work submitted is their own and/or was completed in accordance with VCAA requirements. Students 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
- attend a hearing or complete a test to demonstrate understanding of the work.

If this stage of the investigation shows there is continuing doubt about the authentication of the student's work, the matter should proceed to a hearing.

Hearings

If, following its preliminary investigation, the school believes that there is evidence that the allegations against the student have substance, the student will be asked to attend a hearing in which they will have the opportunity to respond to the allegations against them. This hearing must be conducted using the following guidelines.

Establishing a hearing panel

The hearing panel must consist of at least two, but no more than three, teachers (the study teacher and up to two representatives of the principal)

All members of the panel must understand the purpose of the hearing and, if applicable, have sufficient knowledge of the study to allow full participation in the discussion and decisions.

Informing students of the need for a hearing

The Senior School leader will give the student at least 24 hours' written notice of the hearing. This notice should state:

- the allegations against the student
- the purpose of the hearing
- the date, time, place and expected length of the hearing
- the composition of the panel
- advice that a parent or friend may accompany the student to the hearing in a support role (though not as an advocate)
- the name of the person with whom the student may clarify procedures
- if applicable, advise that the student look at the copy of their work prior to the hearing and an instruction to take their copy of the work to the hearing.

Conducting the hearing

The panel will:

- explain clearly to the student the purpose of the hearing, the rules allegedly breached and the possible outcomes
- present any necessary evidence collected earlier to support the case
- give the student an opportunity to respond to the allegations against them
- pose questions and conduct the hearing in a way that allows the student to feel as comfortable as possible in the circumstances.

Outcome of the hearing

The panel will report to the principal on its findings and may recommend to the principal which penalty, if any, should be imposed on the student. If the school is satisfied, on the basis of evidence, that there has been a breach of rules, the principal has the power to determine the action that should be taken (see Penalties and appeals).

Penalties and appeals

If the principal is satisfied on the balance of probabilities that the allegations against the student are proven, there are a number of possible outcomes, according to the gravity of the student's conduct. The principal may do one of the following:

- reprimand the student
- if there is sufficient time before the due submission dates set by the VCAA, give the student the opportunity to resubmit work for satisfactory completion
- refuse to accept the part of the work that infringes the rules and decide whether to award the outcome an N or an S based upon the remainder of the work, and submit a score for the School-based Assessment based on an assessment of the remainder of the work
- refuse to accept any part of the work if the infringement is judged by the principal to merit such a decision: an N will be awarded for the outcome, and an NA will be submitted for the School-based Assessment.

If work was accepted for assessment and a breach of assessment rules was discovered after the work had been assessed, the penalty should be applied and, if necessary, the student's records adjusted. For example, the original outcome result may change from an S to an N. If an N is awarded for an outcome, an N will be awarded for the unit concerned. Similarly, the detected breach of assessment rules may result in a score change.

Other outcomes may be appropriate if, for example, the breach of rules relates to the student's conduct in disrupting a School-based Assessment task conducted under test conditions.

Notification of penalty to the student

If a decision is made to impose a penalty, the principal must notify the student in writing within 14 days of the decision being made. This notification must include:

- the nature of the breach of rules by the student
- the reasons for making the decision and the supporting evidence
- the penalty that will be imposed
- advice about the student's right to appeal to the VCAA
- advice that the appeal must be lodged within 14 days of receipt of notification from the principal.

Student appeals against school decisions about breaches of rules

Section 2.5.21 of the *Education and Training Reform Act 2006* provides that a student may appeal to the VCAA against a decision by the school, and any penalty imposed by the school, in respect of a contravention of the assessment rules (including the authentication rules) of the VCAA relating to School-based Assessments. This right of appeal does not apply to decisions about the satisfactory completion of a course arising from a student's attendance, or other disciplinary decisions of a school not arising from a contravention of VCAA assessment rules.

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 from the school. On receipt of a notice of appeal from a student, the Chief Executive Officer of the VCAA will nominate an officer of the VCAA to interview the parties to the appeal and attempt to resolve the matter.

Not later than seven days after the interview conducted by the VCAA, the school must, by notice in writing, advise the student and the VCAA that in relation to the student:

- it has rescinded its decision and any penalty imposed, or it has rescinded the penalty imposed; or it has reduced the penalty imposed; or
- it confirms both the decision and the penalty imposed.

School decision

If the school rescinds its decision and any penalty imposed in relation to the student, the student's appeal to the VCAA is taken to have been withdrawn. On receipt of a notice from the school that contains one of the following decisions, the VCAA must ask the student to either withdraw the appeal or confirm that the appeal is to proceed:

- The school has rescinded the penalty imposed.
- The school has reduced the penalty imposed.
- The school confirms both the decision and the penalty imposed.

Appeal

If a student elects to proceed with an appeal, the Chief Executive Officer of the VCAA must refer the appeal to a Review Committee for hearing and determination. An appeal of this nature is conducted as a re-hearing.

If the Review Committee is satisfied on the balance of probabilities that the student has contravened the assessment rules of the VCAA relating to School-based Assessments, it may:

- reprimand the student; or
- if practicable, permit the student to resubmit to the school work required for:
 - assessment in the study or the course
 - satisfactory completion of the study or the course; or
- refuse to accept part of the work and ask the school to assess the student on the remainder of the work submitted; or
- amend the student's School-based Assessment.

Missing a SAC or SAT / Late Work

SACs

SACs cannot be late. Only students who can provide a medical certificate, other school approved supporting documentation depending on circumstances, are involved in a school approved activity or have been granted special provision prior to the SAC date will be able to apply for a SAC reschedule and still be awarded a satisfactory results and a graded score. Students who miss SACs without meeting these conditions will receive a not-satisfactory result for SAC and unit.

The following is the SAC reschedule criteria that students need to adhere to when being absent from a SAC:

- The student is responsible for ensuring all sections of the *SAC reschedule application* form are completed with their teacher and the documentation for absence is attached to this application within three days of their return to school. The teacher will then submit application to senior school with SAC.
- Documentation for absence due to illness must be a doctor's note or statutory declaration. For reasons other than illness the student should discuss appropriate documentation with Senior School Leader or Level Manager.
- All applications must be approved by Senior School Leader or Level Manager prior to student completing SAC.

SATs

SATs are completed over a longer period of time than SACs so extensions on SAT deadlines are rarely granted. Illness on the date the SAT is due, even with a valid medical certificate, is not evidence enough to be granted an extension. If a student will be ill or away for some reason on the due date of a SAT they will need to make arrangements for it to be submitted earlier or by proxy.

If ill on the day of a SAC or SAT students should contact the Senior School immediately.

Lost / Stolen / Damaged Work

If work is lost, stolen or damaged the student should contact the Senior School immediately.

Problems with IT and submission of work

Special provision is rarely granted for students who are unable to complete work to their full ability due to the failure of ICT devices or crashing of computers.

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

- there is an alternative system available for producing assessable work in case of computer or printer malfunction or unavailability
- hard copies of the 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.

Special Provision

Special Provision enables students to properly demonstrate their capabilities when learning and assessment programs are affected by:

- ongoing illness
- impairment or
- personal circumstances

A student who believes he or she may be eligible for Special Provision should apply through the Senior School Coordinator. This must be done prior to the due date of the assessment task. Evidence will be required to support the application.

There are four forms of Special Provision for the VCE:

- Curriculum delivery and student programs – for example, where a student may be given assistance by an aide, or allowed to use technological assistance
- School-based Assessment – where the school may vary the assessment arrangements for an individual, such as rescheduling a task; allowing extra time for a task to be completed; sitting an alternative task
- Special Examination Arrangements – for example, where a student may be given extra time to complete an exam, or permission to use technology.
- Derived Examination Scores – where a student’s exam score is unlikely to be a fair or accurate indication of their learning or achievement in the subject, the VCAA may calculate a score based on other assessment the student has done.

It is the student’s responsibility to apply for Special Provision, and to supply the supporting documentation. Any student who believes they may be eligible should speak to a Senior School Manager. The student’s Statement of Results does not indicate that Special Provision has been made.

Delay of Decision

In accordance with VCAA and Sunbury College rules, when a student has failed to satisfactorily complete a ‘School Assessment Coursework’ (SAC) task they are given the opportunity to *Redeem* the SAC. This gives them a second chance to demonstrate that they have a ‘satisfactory’ level of understanding of the assessed knowledge. If a student is unsuccessful in completing the *redemption* task they need to apply for a ‘Delay of Decision’ if eligible in order to receive a third and final opportunity to demonstrate their knowledge and avoid a Not Satisfactory for the outcome.

A student is eligible to apply for a Delay of Decision if they:

- Have a 3.75 or above Average Work Habit Rating (only approved once per semester) OR
- Have had a significant personal or family experience at the time of the SAC that has affected their performance at the task and that is supported by documentation (doctors note or statutory declaration)

The student is responsible for ensuring all sections of this form are completed and returned to the teacher to submit to the Senior School Leader. Once forms are submitted the Senior School Leader and Assistant Principal will meet with the student.

Due to VCAA deadlines it can be difficult to apply for a Delay of Decision for Unit 2 & 4 subjects.

Appealing a SAC / SAT Mark

If a student believes their score is not a fair indication of their performance on the task they may appeal the result. If they wish to appeal they need to arrange a formal interview with a Year Level Manager or Senior School Leader and explain the circumstances. If the Senior School Leader believes there is grounds for appeal a second marking of the SAC / SAT will be completed by a third party. The Principal will make a decision on the final score.

VCE Attendance Policy

All students completing Units 1, 2 3, & 4 are expected to demonstrate a minimum of 80% attendance in each of their subjects in order to receive a **Satisfactory** for their outcomes. Failure to meet this attendance level may result in students being assigned an 'N' for the unit in accordance with VCAA policy. If a student is suffering from an ongoing medical condition that will limit their attendance they should apply for Special Provision which may allow a student to study from home for a period of time.

Regular attendance is not only a legal requirement, but essential for authentication purposes and academic success. On returning to school from absence a student must submit a note from parents/guardians together with other documents (medical certificate) explaining their circumstances.

If a SAC or SAT has been missed a medical certificate or some other form of supporting documentation must be provided. Approved absences do not include driving lessons, family holidays, workplace training or social occasions.

Family holidays

An absence from a SAC or SAT due to a family holiday does not allow for a reschedule of the task and will result in a 0 grade and an N for either the SAC or SAT and the Unit.

While all absences require parental permission (*parent approved absence*), such parental permission does **not** make the absence a '*school approved absence*'. Where it is known in advance that a student will be absent from school the parent/guardian is required to notify the school of the parent approved absence. Absences due to family holidays should be notified to the principal using the *Family Holiday during School Term Form* and submitted to the principal via the College's office.

Early Leavers Pass

The College Administration will allow Year 11 and 12 students who have private study Period 6, or Period 5 & 6 to go home and work in the privacy of their own homes, so long as such students meet the following requirements:

1. The application form is signed by a parent or guardian
2. The application form is completed, returned and approved by the Senior School office
3. That the following conditions are met throughout the school year

Conditions:

- Students are not permitted to leave the College in any other periods of the day for the purpose of working at home.
- Students with private study period 1 must be at school for the start of the school day.
- Students may be required to stay at school during these private study periods to meet with teachers, catch up on work or participate in other scheduled programs.
- When in private study, behaviour and application meet the Private Study code of conduct
- Students must sign out from the Senior Sub-School office prior to departure
- Students completes homework consistently and are punctual with its submission.

Students with Cars

The College recognises that senior students may obtain a drivers licence during the year and may wish to drive to and from school. We are also aware that young drivers are inexperienced and are high risk drivers, and that the risk increases with passengers in the car. Students who wish to drive to school need to sign the *student driver agreement* before being permitted to do so.

In the interests of student safety, the school has the responsibility of managing students on their way to and from school. Students who are legally allowed to drive a car may do so only in accordance with the following provisions:

- Students are not permitted to be at their cars during school time (recess/ lunch/spare periods).
- Students are not permitted to drive their cars at recess, lunchtimes or free periods.
- In accordance with Department policy and P plate driver restrictions students are not permitted to drive students other than family members to or from school.
- Complaints from staff and/or members of the public about reckless driving will result in the student no longer being permitted to drive to school.
- Cars must be legally parked outside of the school grounds.

Any breach of the above conditions will result in the student no longer being permitted to drive to school.