



Year 10 - 12 Policy Handbook

2022

The purpose of this handbook is to provide students, parents and staff with information about the administration and regulation Year 10 studies, the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL) at Sunbury College.. The handbook has been developed in accordance with the information given by the Victorian and Curriculum Assessment Authority (VCAA) in the VCE and VCAL Administrative Handbook 2022, other relevant VCAA publications and Sunbury College policies.

All students, parents and teachers should ensure that they are familiar with the information presented in this handbook. If further information is required on Year 10 - 12 policies please contact the college.

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
VCAL	Victorian Certificate of Applied Learning
VET	Vocational Education and Training
VTAC	Victorian Tertiary Admissions Centre

Positions of responsibility

Principal:	Craig O'Bree
Assistant Principal:	Fiona Scott-Young
Senior School Leader (Years 11&12):	Sarah Heath
Middle School Leader (Years 9&10):	Wesley Pfitzner
Careers and Pathways Leader:	Egmond Molenaar
Year 10 Coordinator:	Megan Fitzgerald
Year 11 Coordinator:	Chris Fellows
Year 12 Coordinator:	Kate Hedin
School Assistant:	Helen Vosti

Sunbury College Philosophy

Our vision 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 and carers 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 Year 10 and their VCE or VCAL certificates. It is important that priority be given to students' education over employment, work, sports, extra-curricular activities and time off school for family holidays.

Year 10 Subjects

Year 10 is an important transition year in a student's academic journey. During this year, students continue to improve their work and study habits in ways that enable them to be successful in VCE or VCAL. At Sunbury College we have implemented a number of policies to support student transition and performance during this year of schooling. These policies can be found throughout this policy document.

Students have the opportunity to make apply for a change to their subject allocation in the "Week 1 and 2" period at the end of the previous school year and for the first week in Semester 2.

Students study six subjects per semester. All students study English, Mathematics and Science as their core subjects for the entire year, and three elective subjects each semester.

VCAL Overview

The Victorian Certificate of Applied Learning (VCAL) is a Victorian school certificate that offers an alternate completion of secondary schooling to the VCE and is completed within VCAA guidelines. VCAL is offered for Year 11 students at the Intermediate level and for Year 12 students at the Senior level.

There are four curriculum strands within a VCAL certificate:

1. Literacy and Numeracy Skills - Studies related to literacy (English) and numeracy (Maths).
2. Industry Specific Skills - Vocational Education and Training (VET) units of competency.
3. Work Related Skills - This could be in the form of structured Workplace Learning, a School Based Apprenticeship, part-time work or units or modules that help prepare students for work, like interview skills.

4. Personal Development Skills - Students participate in community-based projects, voluntary work and/or structured activities that will help develop their self-confidence, teamwork skills and other skills important for life and work.

What must students do to receive a VCAL qualification?

A student is awarded a certificate when they gain credits for 10 units that fulfil the minimum requirements for their learning program. A credit is gained for successful completion of a unit of study. A unit of study can be:

- one VCAL unit
- one VCE unit
- 90 hours for VET modules or units of competence and/or Further Education (FE) modules

Each unit of study must be justified against the purpose statement for one of the four VCAL curriculum strands.

A student's VCAL learning program must include:

- a minimum of two VCAL units
- at least one literacy unit
- at least one numeracy unit
- at least one unit from the Industry Specific Skills strand (at the Intermediate and Senior level this must include a unit of study from a VET qualification)
- at least one unit from the Work Related Skills strand
- at least one unit from the Personal Development Skills strand
- at least six credits at the level or above, of which one must be Literacy and one Personal Development Skills.
- **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. It is usually completed over two years. To obtain the VCE, students must satisfactorily complete a minimum of sixteen units of study. These units are semester long and may include VCE and VET School.

At Sunbury College we offer an extensive range of VCE subjects, as well as both internal and external VET based subjects. Students receive full use of school facilities and a high level of teacher support to complete their VCE successfully.

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, including both Units 3 and 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 Unit 3 and 4 sequence that is successfully completed. This is calculated using the results from School Assessed Coursework (SACs), and/or School Assessed Tasks (SATs) and external 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 and 4 in the same year. Study Scores and ATAR scores are calculated and distributed by VCAA in 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
- make a genuine attempt on SACs and SATs

Meeting the Required Standard- Year 10 and VCE

Learning and assessment tasks can be classified into the following categories:

- Learning tasks

Tasks set out by the teacher to support and encourage learning of new knowledge and skills.

- S tasks

Tasks set by the teacher to assess a satisfactory understanding of the key knowledge and skills covered within the course. There will be at least two S tasks per outcome. S tasks are assessed as satisfactory (S) or non – satisfactory (N).

- School Assessed Coursework (SACs) School Assessed Tasks (SATs)

Graded assessment tasks that indicate a level of understanding of the key knowledge and skills. These tasks may be marked as a letter grade, percentage or score. SACs can also lead to a determination of a Satisfactory (S) or Non-satisfactory (N) result for an outcome. It is possible for a student achieve a Satisfactory for an outcome/area of study where they receive a Non – satisfactory on S task requirements, however demonstrate a Satisfactory understanding in SACs. Completion of SACs/SATs is compulsory for all subjects. **Students must make a genuine attempt on the SAC/SAT.** Refer to notes oveleaf of what constitutes a genuine attempt.

Year 10 students complete learning and assessment tasks based on the Victorian Curriculum. VCE students complete learning and assessment tasks in line with VCAA assessment guidelines and the key knowledge and skills of the respective subject study design.

In conjunction with SACs/SATs, S tasks provides students with multiple opportunities to display a satisfactory understanding of key knowledge and skills.

Students who fail to satisfactorily complete the required S tasks will be required to demonstrate a satisfactory understanding within the SAC itself. Failure to do so may result in an N for the Outcome.

Process for completing S tasks

1. In conjunction with SACs, S tasks determine a satisfactory understanding of the coursework.
2. Students must demonstrate a satisfactory understanding on the S tasks and/or SACs for the outcome in order to get an S.
3. Students who fail to demonstrate a satisfactory understanding on S tasks can pass the outcome based on their performance in the SAC.
4. Students only have one attempt at an S task. There are no redemptions for S tasks.
5. There is a minimum of two *S tasks* per outcome or area of study.
6. Teachers will outline the number of *S tasks* to be undertaken at the commencement of the outcome. S tasks dates will be published on Compass Learning Tasks at the commencement of each outcome.
7. *S tasks* are to be completed in an environment where student work can be authenticated.
8. Results of all *S tasks* will be recorded in a timely fashion on Compass noting the initial S/N result.
9. Teachers will provide feedback to students on their performance in each S task. Feedback from the S task can be acted on in the subsequent SAC.

SAC Notifications

SAC notifications should be placed in the hand of students one week prior the sitting of the SAC. The SAC notification should be consistent across studies where there are multiple classes and clearly state the following.

- The SAC date, time and location.
- The structure of the SAC e.g. Laboratory report, oral presentation, structured questions.
- The materials that are permitted in the SAC e.g. Green planning sheet, CAS calculator, draft, two sides A4 notes sheet.
- The weight of the SAC (Unit 3 and 4 only)
- A copy of the key knowledge and skills that are being assessed from the relevant study design.

Process once SAC has been completed

1. In the event a student receives a non-satisfactory result for a SAC/SAT, their performance in the assigned '*S tasks*' will determine their overall result given that they have made a genuine attempt of the SAC/SAT.
2. A student who fails the SAC/SAT and fails the required *S tasks* shall receive an N for the outcome.
3. A student who has failed the SAC and S tasks can apply for a Delay of Decision. A two person panel will consider the criteria for delay of decision and determine if the student is eligible to

complete an additional task to access a Satisfactory for the outcome. The Delay of Decision form notes the people involved in the process.

SAC results and feedback to students.

Feedback plays a critical role in improving student outcomes. Subject teachers should exercise timely and detailed feedback following the completion of the SAC. A time period of 7 – 10 days following the completion of the SAC enables further consolidation of learning to take place through feedback.

English Oral presentations

The English Oral presentation provides the only opportunity for students to demonstrate satisfactory skills and knowledge in relation to the outcome. Consequently, there are no S tasks associated with the oral presentation task. A satisfactory mark must be achieved in order to achieve an S for this outcome. A redemption process is available for Oral Presentations for students who fail to achieve a satisfactory mark for the original presentation as an additional step before the Delay of Decision Process.

VCE- School Assessed Tasks (SATs)

In VCE, 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, these assessment tasks are used to assess the level of achievement of the outcome outlined in the subject study design. Students will receive a grade that reflects 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.

VCE Subjects that use SATs for assessment are Media Studies, Studio Arts, Visual Communication and Product, Design and Technology.

Arts/Technology Folio based subjects

The development of a folio involves 'folio checks' during the course of a Unit. The folio check act as S tasks in folio based subject.

A genuine attempt on SACs and SATs.

Teachers should use the following as a guide for judging if a student has made a genuine attempt when assessing student work.

- The student has completed most of the expected revision tasks set by a teacher
- The student has asked the teacher for assistance in or outside of class
- The student has demonstrated positive work habits throughout the period leading up to the SAC including showing endeavour and acting on feedback.
- The student has attempted all questions and tasks within the SAC, applying relevant skills.

VCE - 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, these grades 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 and 4 study students are assessed both internally and externally. VCE studies are internally assessed using 'School Assessed Coursework' (SACs) and in some studies using 'School Assessed Tasks' (SATs). In October and November students are assessed externally during external examination period.

Examinations

Examinations at Sunbury College are conducted in accordance with VCAA and college policies and are compulsory for all Year 10 and VCE students. Students completing Unit 1 and 2 subjects will complete internal exams at the end of each unit in June and November. For students completing Unit 3 and 4, students will undertake externally assessed exams in October and November. In addition to the external exams, Unit 3 and 4 students will also sit internal practice exams in the first week of the September school holidays. Students studying Unit 3 and 4 subjects 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.

VCE Rules for Assessments under Test Conditions and Authentication of Student Work

Assessments under test conditions as part of a 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

- the name and status of any person who provided assistance and the type of assistance provided.
3. A student must not receive undue assistance from another person in the preparation and submission of work.
 4. 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.
 5. Unacceptable forms 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.
 6. A student must not submit the same piece of work for assessment in more than one study, or more than once within a study.
 7. A student must not circulate or publish written work that is being submitted for assessment in a study, in the year of enrolment.
 8. A student must not knowingly assist another student in a breach of rules.

Investigating a breach of school-based assessment rules

A teacher who believes that a breach of rules (including authentication rule) has occurred in a School-based Assessment will report the incident to the Senior School Leader, including a written statement and any supporting evidence. The Senior School Leader will then conduct a preliminary investigation into the allegations. This investigation may include discussions with the study teacher supervising the assessment, examination supervisors or other witnesses, including other students. If the investigation supports the allegations, the Senior School Leader will interview the student and allow him or her to respond to the allegations. If the interview suggests there is substance to the allegations, the matter will be referred to a hearing.

The student’s parents or carers will be advised of the nature of the allegations.

Investigating a breach of authentication rule

If the alleged breach raises questions about whether the student’s work is genuinely their own and cannot be authenticated, 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 will be given a copy of the work.

In considering whether a student’s work is genuinely their own, the teacher will consider whether the work:

- is typical of other work produced by the student
- is inconsistent with the teacher’s knowledge of the student’s ability
- contains unacknowledged material
- has been sighted and monitored by the teacher during its development

The student 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 will 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. This will usually be the study teacher and up to two representatives of the principal class.

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 instruct them 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 contravention of VCAA 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 that on the balance of probabilities 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 any of the following:

- reprimand the student
- give the student the opportunity to resubmit work for satisfactory completion, if there is sufficient time before the due submission dates set by the VCAA
- refuse to accept the part of the work that infringes the VCAA 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; in this case an N will be awarded for the outcome, and an NA will be submitted for the School-based Assessment

If the work was accepted for assessment and the breach of VCAA rules was discovered after the work had been assessed, the penalty will 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 VCAA rules may result in a score change. This score change will be communicated to the VCAA through the completion of the Score Amendment Sheet (SAS), extracted from VASS.

Other outcomes may be appropriate if, for example, the breach of VCAA rules relates to the student's conduct, such as 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 (or representative) 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.

Notice

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
- it has rescinded the penalty imposed
- it has reduced the penalty imposed
- 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 an Assessment Tasks, SACs, SATs and Late Work

Year 10 assessment tasks

Students who miss an assessment task due to illness or a school approved activity may reschedule their assessment task.

When applying for a reschedule, the student must adhere to the following:

- The student is responsible for ensuring all sections of the *Year 10 assessment task Reschedule* form are completed with the teacher **within three days** of their return to school. The teacher will then submit the application to the School assistant with the assessment task attached.

VCE - SACs

SACs cannot be completed after the event. Students who miss SACs will receive a not-satisfactory result for the SAC and unit. Exceptions will only be made for students who:

- can provide a medical certificate
- can provide other school approved supporting documentation depending on circumstances
- are involved in a school approved activity
- have been granted special provision prior to the SAC date

Only the students who meet the above criteria will be able to apply for a SAC reschedule and still be awarded a satisfactory result and a graded score.

Students need to adhere to the following SAC reschedule criteria when absent from a SAC:

- The student is responsible for ensuring all sections of the SAC reschedule application form are completed with the 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 the SAC
- Documentation for absence due to illness must be a doctor's note or statutory declaration if a doctor's note cannot be obtained. For reasons other than illness, the student must discuss appropriate documentation with Senior School Leader or Coordinator.

VCE - 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 is knowingly 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 by the due date.**

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

Lost / Stolen / Damaged work

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

Problems with IT and submission of work

An extension 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

Applying for an extension for assessed work

Extension of time for an individual student to complete an assessed task will only be granted in special circumstances. For absences lasting a day or small period of time, please see the school's Reschedule policy. For an application for an extension due to extended absences or hardship, please see the Special Provision policy. The Senior School Leader must be contacted prior to the due or completion date of the assessment task.

Sunbury College Examination Policy

All students at Year 9 – 11 will sit examinations periodically for a range of subjects. Early exposure to exams provides students with an opportunity to demonstrate their knowledge and skills in a given learning area and prepares students for the rigors of external exam assessment in the later years.

Where a student and/or parent has requested a change to their examination arrangements a special provision application must be made in a timely manner to the relevant School Leader. The purpose for granting the special examination arrangements are to put in place practical changes to the conditions to how the examination is undertaken by individual students. This is to allow the student to access and complete the examination in a given time frame in line with VCAA special provision policy, though the exam itself will not change.

Special Provision for Years 7 to 11

Special Provision at Years 7 to 11 aim to provide students in defined circumstances with the opportunity to participate in and complete their studies. The school's policy is a dynamic document that is in line with VCAA (Victorian Curriculum and Assessment Authority) Special Provision policy.

The underlying principle of the 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 School are affected by illness, impairment or personal

circumstances. Special Provision should provide equivalent, alternative arrangements for students, but not confer an advantage to any student over other students.

Individual students may need special provision in their learning program to assist them in achieving their learning goals, and in assessment to demonstrate their learning and achievement. For assessment, special provision is provided where reasonable, to allow students to access and complete tasks in a given time frame.

Types of special provision

Special Provision is available for Year 7-11 students for:

- Classroom learning
- School-based Assessment

Eligibility for special provision

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 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.

Applications must be in writing and supported by independent documentation in line with VCAA requirements.

When the school is making a decision on special provision for a student, the school will consider individual student circumstances, teacher observations and professional evidence provided by a student and/or their family when determining what provisions are appropriate in line with VCAA guidelines.

While special provision may be granted for end of semester examinations, it may not be practical to have the same arrangements for assessment tasks throughout the semester.

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 who are 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.

Students who are eligible for integration funding may not necessarily meet the eligibility criteria for Special Provision.

Special Provision within VCE and VCAL

The VCAA Special Provision policy aims to provide students in defined circumstances with the opportunity to participate in and complete their senior secondary level studies.

The underlying principle of the VCAA Special Provision policy is to ensure that the most appropriate, fair and reasonable options are available for students to demonstrate their capabilities if their learning and assessment School are affected by disability, illness, impairment or personal circumstances. Special Provision should provide equivalent, alternative arrangements for students but not confer an advantage to any student over other students.

Although there is no limit on the period of time allowed for a student to achieve the VCE or VCAL, the provisions available seek to help a student complete the requirements in a time frame comparable to that of their peers.

Individual students may need special provisions in their learning program to achieve the learning outcomes or in their assessments to demonstrate their learning and achievement.

At the same time, 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 achievement fairly in meeting the outcomes of the study design as well as completing School-based Assessments and VCE external assessments.

Specific eligibility criteria apply to the granting of Special Provision for the VCE and VCAL.

Types of Special Provision

Special Provision is available to students completing the VCE or VCAL for:

- classroom learning
- school-based assessment
- VCE external assessments

Specific eligibility requirements apply for each type of Special Provision:

For classroom learning and school-based assessment, the school is primarily responsible for determining eligibility and the nature of the provisions granted. The school will consider individual student's circumstances, teacher observations and professional evidence provided by a student and/or their family when determining what provisions are appropriate in line with VCAA guidelines.

For VCE external assessments, which includes all VCE examinations, the Extended Investigation Critical Thinking Test and the General Achievement Test (GAT), the VCAA is responsible for determining eligibility and for granting approval in the form of Special Examination Arrangements and/or a Derived Examination Score (DES).

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 school work related to satisfactory completion of the outcomes of a VCE or VCAL unit including S tasks and SACs. 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.

Students who are eligible for integration funding may not necessarily meet the eligibility criteria for Special Provision in the VCE or VCAL.

Applying for Special Provision Years 7-12

The following process should be followed when applying for all types of Special Provision at Sunbury College:

1. Student and/or parent makes contact with relevant School Leader to discuss the student's individual situation or condition
2. Advice will be given on the particular type(s) of special provision what may be related to the student's situation or condition with information given on the application process and documentation required
3. Applications must be in writing and supported by independent documentation in line with VCAA requirements
4. When the required documentation is submitted to the relevant School Leader, a decision will be made by the school on the granting of special provision in line with VCAA special provision policy and school resources

At all times the student's situation or condition will be handled with both privacy and respect. From the start of the application process the student will be supported by the school.

VCE Delay of Decision

A student fails the relevant S tasks and SAC/SAT may in conjunction with their teacher apply for an additional opportunity to demonstrate their knowledge through an application for a 'Delay of Decision'.

The 'Delay of Decision' form requires input from the student, subject teacher and House Leader with the Senior School Leader and Assistant Principal determine the outcome.

Eligibility Criteria:

A student may apply for a Delay of Decision if they:

- Have a 3.75 or above Average Work Habit Rating **OR**
- Have had a significant personal or family experience at the time of the SAC and or S tasks that has affected their performance in the tasks and that is supported by documentation (doctors note or statutory declaration). **OR**
- Can provide evidence that a genuine attempt was made on the SAC (evidence in line with a genuine attempt criteria)

A genuine attempt on SACs.

Teachers should use the following as a guide for judging if a student has made a genuine attempt when assessing student work.

- The student has completed most of the expected revision tasks set by a teacher
- The student has asked the teacher for assistance in or outside of class
- The student has demonstrated positive work habits throughout the period leading up to the SAC including showing endeavour and acting on feedback.
- The student attempts all questions and tasks within the SAC, applying relevant skills.

The student is responsible for ensuring all sections of the Delay of Decision form are completed and returned to the Senior School Leader within 5 school days of receiving SAC results. Once forms are submitted the Senior School Leader and an Assistant Principal/Leading teacher will meet with the student.

Appealing a SAC / SAT Score

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 the Senior School Leader to 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.

Year 10-12 Attendance Policy

VCE and VCAL Attendance Policy

All students completing VCE and VCAL School are expected to demonstrate a minimum of **90%** 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 an outcome within the unit in accordance with VCAA policy. If a student is suffering from a health impairment that limits attendance, they should apply for Special Provision which may allow a student to study from home for a period of time. The Senior School Leader will liaise with House Leaders regarding students that experience poor attendance who may be exempt from the 90% attendance requirement due to an ongoing Health impairment.

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 (e.g. medical certificate) explaining their circumstances. Approved absences do not include driving lessons, holidays, workplace training or social occasions.

If a SAC has been missed, a medical certificate or some other form of school approved supporting documentation must be provided in order to be granted a reschedule. Students are able to reschedule an S task missed through absence by completing an S task reschedule form.

Students may have the opportunity to redeem attendance below 90% through attendance catch up sessions held throughout the holiday periods and Melbourne Cup Monday.

Family Holidays

An absence from a SAC, SAT, learning outcome (VCAL) or assessment task (Year 10) due to a family holiday will result in the students being required to reschedule the tasks to an alternative time but without access to a scored assessment. This will allow the student to demonstrate a satisfactory understanding of the key skills and knowledge. The successful completion of the rescheduled task will result in an S; however the task will receive zero marks due to the unapproved nature of the absence. This will have implications on graded coursework in reporting and the calculation of study scores at Unit 3 and 4 level. A genuine attempt must be made on this task.

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* on Compass and submitted to the principal via the college's office.

Students who miss classes due to a family holiday are still expected to adhere to the college attendance policy of 90% attendance for their respective subjects in order to be eligible for a Satisfactory mark for the unit.

Early Leavers Pass (Private study exemption)

The college will allow students in **Year 12** who have private study Period 6 (Tuesday timetable only), and Period 5/6 to go home and complete study in the privacy of their own homes, on the condition that students meet the following requirements:

1. The application form is signed by a parent or guardian
2. The application form is completed, returned with all of the required subject teacher signatures noting the completion of holiday homework.
3. That the following conditions are met both at the start and 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 one 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 School
- When in private study, student behaviour and work ethic must in line with the Private Study code of conduct
- Students must **sign out** from the Compass kiosk at the library prior to departure when leaving for the day.
- **Students completes homework consistently and are punctual with its submission**
 - This will be judged initially on the student's full and punctual completion of summer holiday homework, with the students having their class teacher sign the space below to acknowledge this has occurred
 - During the school year students will need to maintain a work habit rating 3.75 or above for the work habit- **'Meets work deadlines'** to gain or maintain early leavers approval
- It is a privilege and not a right to have private study exemption and approval may be removed through the school year where a student doesn't maintain:
 - Overall Work Habit rating of 3.75 for meets work deadlines.
 - Completion of all learning tasks
 - Attendance above 90% in all subjects
 - Appropriate behaviour
- Or a student consistently fails to follow the correct early leavers procedures, as determined by the Senior School Leader.

Year 10 Modified Assessment Task Policy

Background

The S/N outcome for subjects at Year 10 is coupled with reporting against Victorian Curriculum learning levels. This approach enables students to develop practices in line with VCE prior to commencing their Senior Certificate. Year 10 students undertake S tasks and graded Assessment Tasks as part of their Year 10 course. Assessment tasks and Year 10 exams are standard for all Year 10 students and provide consistent assessment requirements in order for students to achieve an S for the respective subject. A small minority of students have Individual Learning Plans where recommendations are made to differentiate assessment. These students, no matter the level of diligence and persistence they invest in their studies often do not meet the requirements of a Year 10 course.

Rationale

There is a need to introduce a mechanism by which students can access a satisfactory outcome through the successful completion of modified assessment tasks. The modified assessment task policy enables students to apply for permission to complete modified assessment in the context that they are not pursuing a VCE pathway.

Policy

Where eligible, students and families can apply to complete modified assessment at Year 10.

Eligible students include:

- Students with an intellectual disability or
- Student who have completed a cognitive assessment and experience notable learning difficulties

If approved, communication to the student's teachers will note approval to set modified assessments tasks if required for that subject. The assessment when submitted can contribute to an S for the subject and a determination of a Victorian Curriculum level. At the time of completing end of semester reports the student can be awarded an S or N for the subject and a UG for the assessment of the task. Victorian Curriculum levels can be reported as per normal.

All Year 10 students still complete exams without modification.

Students undertaking modified assessment at Year 10 are considered ineligible for VCE enrolment in the subsequent year. Students completing modified assessment at Year 10 risk being underprepared for the demands of learning and assessment tasks at VCE. These students must work alongside the careers team to investigate and pursue a suitable pathway for the subsequent year. Students wishing to enrol into VCAL at Sunbury College for the subsequent year will be required to meet the requirements for entry into VCAL.

Responsibilities

Senior School Leader

- Communicate policy to students, teachers and families as part of the Senior School Policy Handbook
- Communicate to staff where students have been deemed eligible to undertake modified assessment at Year 10.
- Pin to Compass the status of completing Modified Assessment at Year 10. Make visible to parents and students. Attached signed agreement

PSD/Learning Support Coordinator

1. Identify eligible students (PSD and non PSD) who might benefit from the option to request modifications to their assessment tasks and discuss with Senior Program Leader and House leaders.
2. Convene a SSG meeting with the students and parent/guardian to discuss the request for modifications and the implication of this option.
3. Complete the requisite Modified Assessment agreement (all parties to sign).
4. Communicate with the Senior School Leader regarding the outcome of the SSG meeting and provide a copy of the agreement.

House Leader

1. Liaise with the PSD/Learning support coordinator to identify students who might be eligible for modifications to S tasks i.e. students with a disability who have been identified as having a VCAL pathway.
2. Convene a SSG (or be involved in SSG meeting organised by the PSD coordinator) to discuss the request and the implication of this option.
3. Where appropriate invite the Assistant Principal (overseeing the senior school program) to the meeting
4. Complete the requisite Modified Assessment agreement (all parties to sign).
5. Communicate with the Senior School Leader regarding the outcome of of the SSG meeting and provide a copy of the agreement.

Careers

- Meet with student to review Morrisby Assessment
- Establish My Career Portfolio
- Ensure Work Experience has been arranged
- Develop 3 Year pathway plan

Process

1. During Term 4 of Year 9 and Term 1 of Year 10, students are identified for modified assessment tasks through IEP, funding status and cognitive assessments.
2. Discussion with parents/guardian regarding (House Leader, student manager or PSD/Learning support coordinator). Refer to NAPLAN and PAT testing and Year 9 subject reports
3. Careers Counselling referral to the Careers team, examine Morrisby testing results, establish My Career Portfolio and develop long term pathway plan
4. SSG to determine commitment to a Modified Assessment Program. Students and families are clear that this agreement would inhibit the student from undertaking VCE in the following year. Student would be required to follow a VCAL application process if the intention is for students to enrol in VCAL at Sunbury College.
5. If agreed to, communicate Modified Assessment Program to teachers and pin to Compass
6. Teachers provide modified assessment tasks for students to complete.
7. Student to undertake subject exam without modification unless eligible for an exemption from subject exams (to be discussed with the family).
8. Assessment grade is UG, Semester outcome is either S or N. Victorian Curriculum levels are determined by performance in modified tasks.
9. The subject teacher must include a statement in reports that notes the employment of Modified assessment.

Private Study Code of Conduct

Private study is an essential part of the VCE program, in which there is a strong emphasis on independent and active learning. These sessions are an extension of classroom learning and as such, private study has the same expectations as your other classes.

To ensure a positive and productive learning environment where all students can work to the best of their ability you must adhere to the following expectations:

- Attend all timetabled Private Study sessions and arrive on time
- Come prepared with enough materials to work independently and silently for the entire session
- Commence private study immediately
- Do not disrupt the learning of others
- Use your laptop for educational purposes only
- Use your headphones only when you are listening to an educational video/clip (eg. Edrolo, video relevant to your learning). Headphones are only permitted to be connected to your laptop
- Follow regular classroom protocols (eg. Food, drink bottles, uniform etc.)
- Sign in with the Programs Assistant if you are late to Private Study
- Secure your mobile phone in your locker as per the mobile phone policy. If phones are seen or heard, they will be confiscated as per the school mobile phone policy.

Private Study area – E6

This area has been set-up for independent study only. Students are expected to remain at their own table. This is to ensure there are no distractions to any student in the session.

Attendance

Attendance is compulsory in Private Study. Rolls on Compass will be marked each period including late arrival by the supervising teacher. All legitimate reasons for an absence are to be submitted to the Programs Assistant.

- Students may not leave a Private Study session except in exceptional circumstances. Normal classroom procedures apply if a student needs to leave
- You are not permitted to arrive at school late if you have Private Study period 1/2 or leave early if you have Private Study period 5/6.

Early Leavers

- Students may apply for an Early Leavers Pass if they have Private Study scheduled Periods 5 and 6 or Period 6.
- To be eligible for an Early Leavers pass, your form must be signed by your teachers to confirm all holiday homework has been completed and submitted.
- The approval for early leavers can be withdrawn through the school year where a student doesn't maintain:
 - Overall Work Habit rating of 3.75
 - Completion of all learning tasks and holidays homework
 - Attendance above 90% in all subjects
 - Appropriate behaviour
 - Maintaining a satisfactory pass rate in all subjects

Application for an early leavers pass commences again at the start of Unit 4.

Consequences for not adhering to expectations in Private Study are the same as every classroom in the school. This is to ensure there is a positive learning environment for all students and teachers.

Students with Cars

The college recognises that senior students may obtain a driver's 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 or drive their cars during school time. This includes recess, lunch and spare 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 unless preapproved by the school following submission of documentation by parents/guardians of driver and passenger
- 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
- Students licence details, car make and registration must be recorded with the school

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