

# MURTOA COLLEGE



## 2021 Senior School Policy and Procedures

POST COMPULSORY  
VCE / VET / VCAL / SBA

## References

VCAA, *VCE & VCAL Administrative Handbook 2020*, Melbourne, VCAA.

VCAA, *Changes to VCAA Administrative Handbook 2020*, Melbourne, VCAA.

### Rationale:

This document provides advice and information to students and parents about the administration and regulation of VCE, VCAL and VET. The information is based on Victorian and Curriculum Assessment Authority (VCAA) policies and regulations, as detailed in the Administrative Handbook (published annually by VCAA), other relevant VCAA publications and Murtoa College Policies. Changes to VCAA information occur during the year and are subsequently published in the VCE Bulletin (published monthly). Any relevant information will be passed on to students and parents as deemed appropriate.

### Aims:

This College community accepts and celebrates that all students can learn and that improvement in learning requires students and parents to have as much information as possible about what students learn at school.

### Implementation:

The Principal is responsible for administering the VCAA rules and instructions and for ensuring that teachers are using the currently accredited study design.

Every effort will be made to accommodate students deemed to have special needs or where course access may be problematic, including the implementation of a Student Support Group.

It is the professional responsibility of the subject teacher to access the **current** Study Design and keep up to date with requirements of the subject and assessment activities. Teachers must ensure that all students are treated in a fair and consistent manner.

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

Written reports will be provided as follows:

- Term 1 = interim report
- Term 2 = mid-year report
- Term 3 = interim report
- Term 4 = written report (Unit 2)

Where work is moderated individual teachers cannot make comments about the marks given (or in some cases how these marks might have changed) by the group or individual teachers.

It must also be stressed that in Units 3&4 these marks are not final as coursework scores are subject to Statistical Moderation by VCAA and therefore may change. Classroom teachers should **not disclose marks** until after the moderation process has taken place.

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

It is expected that teachers access VCE data to evaluate and analyses previous year results and implement appropriate action based on this data. The delivery of courses, student exam performance, ranking and consistency of assessment will be discussed.

In planning for Unit Four teachers should ensure coursework is complete before the end of Term Three to allow sufficient time for exam preparation.

Teaching staff must provide substantial exam practice. Exam preparation is an essential element of all courses in order to provide adequate preparation and experience for students to achieve the best possible study scores

and ATAR. Frequent and continuous preparation for the exam through tasks set under test conditions is necessary for all subject areas throughout the year. This is further enhanced by the preparation of a September (term break) practice exam, as well as revision and exam practice in Term Four.

### **Supervision - Study Periods.**

Students in Year 12 and, on occasions, Year 11 students, will have study periods. On some occasions, they may also have periods where teachers are not assigned to cover their classes.

The College's priority is to assign teachers wherever possible for scheduled classes. If this is not possible, students will be required to work in another classroom with a designated teacher.

Students with study periods may work in the library. They may also work in the Year 12 room at the table provided, within proximity of the VCE Coordinator's office.

If any student(s) has difficulty using the study periods effectively in the library or Year 12 room, they will be required to work in a classroom with a designated teacher.

Occasionally, VCAL students may have a study period. Students with VCAL study periods will be required to work in the VCAL room, the library or, if Year 12, in the Year 12 room.

### **Advice for teachers new to the VCE**

For teachers undertaking VCE Units 1 – 4 subjects for the first time there is an understandable element of anxiety and uncertainty.

Teachers should:

- Read both the Study Design and Subject Assessment handbook, especially noting the Key Knowledge and Skills.
- Read the Examiner's Reports from previous years.
- Attend *Meet the Examiner* sessions which are held in Term 1 each year.
- Obtain membership for your subject association.
- Attend professional development relevant to the VCE.

The VCAA Administrative handbook, VCE Study Designs and VCAL Curriculum Planning Guidelines will be the key documents to inform design and delivery in each study.

### **VCE/VCAL Terminology:**

<b>Unit 1 / 2 Subjects:</b>	Often referred to as 'Year 11 subjects', these are generally introductions to more 'in-depth' studies which will be undertaken in Units 3 and 4. Unit 1 and 2 subjects can also be undertaken by Year 10 students. While Unit 1 and 2 subjects are usually sequential, students may, in special circumstances, transfer out of a subject after Unit 1 and undertake a different subject for Unit 2 in Semester 2.
<b>Unit 3 / 4 Subjects:</b>	Unlike Units 1 and 2, subjects in Units 3 and 4 must usually be completed in the same calendar year. These subjects are often referred to as 'Year 12 subjects' and may have Year 11 students undertaking these studies. Teachers assess students through SACs and SATs and then students sit an external examination.
<b>Learning Outcomes:</b>	To satisfactorily complete a unit of work, a student must demonstrate certain knowledge and skills as set out in the appropriate Study Design.
<b>Assessment Task:</b>	These are the usual means by which Unit 1 and 2 students demonstrate their knowledge and skills in relation to Learning Outcomes.
<b>School Assessed Course Work (SACs)</b>	These are the usual means by which achievement is judged for those enrolled in Unit 1/2 and Unit 3 /4 studies. SACs can take the form of a test or a graded assignment completed in class time.
<b>School Assessed Tasks (SATs)</b>	School assessed tasks occur in studies where products and models are made.

<b>General Achievement Test (GAT)</b>	A test undertaken by all students enrolled in Units 3 /4 studies, and is completed in June. GAT results are included in final VCE results.
<b>Special Provision:</b>	The VCAA has a Special Provision Policy to provide all students undertaking Unit 3 /4 studies with the maximum opportunity to participate in and complete their senior secondary studies.
<b>Victorian Curriculum and Assessment Authority – VCAA</b>	the authority which sets the Policies and Procedures associated with the VCE and is responsible for the end of year external assessments and study scores.
<b>Outcome at Risk</b>	These notices may be issued where a student has attendance issues, produces a below standard test result etc. These notices will be sent home with suggested forms of resolution of the issue.
<b>VTAC</b>	Victorian Tertiary Admissions Centre – responsible for the ATAR.
<b>ATAR</b>	Australian Tertiary Admission Rank. The overall ranking on a scale of 0 to 99.95 that a student receives based on his/her study scores. The ATAR is calculated by VTAC and used by universities and TAFE institutes to select students for courses.
<b>Study Score</b>	The mark out of 50 that students receive calculated from SACs, SATs and external assessment.

## VCAL

### Victoria Certificate of Applied Learning (VCAL)

The Victorian Certificate of Applied Learning (VCAL) is a 'hands-on' option for students in Years 10, 11 and 12.

Like the VCE, the VCAL is a recognised senior secondary qualification. Unlike the VCE, which is widely used by students as a pathway to university, the VCAL focuses on 'hands-on learning'. Students who do the VCAL are more likely to be interested in going on to training at TAFE, doing an apprenticeship, or getting a job after completing Year 12.

The VCAL's flexibility enables students to design a study program that suits their interests and learning needs.

The VCAL has three levels – Foundation, Intermediate and Senior.

Students select accredited curriculum components from VCE studies, Vocational Education and Training (VET) qualifications, Further Education (FE) and VCAL units.

There are four compulsory strands in VCAL:

- Literacy and Numeracy Skills
- Work Related Skills
- Industry Specific Skills
- Personal Development Skills.

Further information about each of these strands can be found at

[www.vcaa.vic.edu.au/Pages/vcal/Publications/Publications/infosheets.aspx](http://www.vcaa.vic.edu.au/Pages/vcal/Publications/Publications/infosheets.aspx)

VCAL units contain accredited learning outcomes that are generic and enable content to be developed to suit the individual needs of students

A certificate and Statement of Results will be issued by VCAA to students who successfully complete their VCAL.

## 1. VCE ATTENDANCE POLICY

All VCE units involve at least 50 hours of scheduled classroom instruction over the duration of a semester. A student needs to attend enough class time to complete work. Murtoa College has set **90% as the minimum class attendance rate of scheduled classes**.

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 **N** for one or more outcomes and thus the Unit.

When a student is absent from school for prolonged periods or has been unable to complete all assessment tasks because of illness or other special circumstances, the school may grant **Special Provision** (see Section 9 below) for School-Based Assessments. In this case the student should not be penalised for lack of attendance. The Special Provision may allow a student to work from home for a period. Documentation relating to granting Special Provision and supporting evidence must be retained.

### S/N JUDGMENTS:

- Students having unapproved absences in excess of 20% in any unit shall be ineligible to receive a satisfactory grade for that unit.
- Students having unapproved absences of between 10% and 20% shall only be eligible to receive a satisfactory grade in exceptional circumstances after consultation with student and parents.
- Students having unapproved absences of less than 10% shall be eligible to receive a satisfactory grade provided that all learning outcomes are satisfactorily completed.

### APPROVED ABSENCE

Only the Principal/Assistant Principal can officially approve an absence. Absences may be approved for the following:

1. School related activities
2. Illness
3. Family commitments
4. **OR** at the Principal's/Assistant Principal's/VCE Coordinator's discretion.

The mechanism for having an absence approved is to present a note or letter and/or medical certificate to the Year Level Coordinator. This must contain:

- The student's name
- The date(s) of the absence
- A brief explanation of the absence
- A parent or guardian signature

Approval must be sought within two weeks of the last day of absence. Beyond this time no absence may be approved without a medical certificate.

Class teachers will mark their class rolls accordingly and will use this information to determine whether the student has met the attendance requirements. Staff will need to check regularly with Business Manager to see which absences have become 'Approved Absences'. The official attendance data is that which is recorded on Compass and CASES and verified through documentation held in the office.

The Principal/Assistant Principal/VCE Coordinator is responsible for having school rolls amended to show approved absences.

### **REPORTING ABSENCES**

Attendance is to be reported to parents regularly and as required. Attendance data is available to parents through the Compass portal.

When a student has been absent for **more than four periods in a fortnight**, teachers should notify the Principal/Assistant Principal/VCE Coordinator.

### **APPEALS**

Students are advised to regularly check their approved attendance record with their teachers. Where a student has not met the attendance requirements for a subject, they may appeal in writing to the Principal who will establish a review of their absences. Where appropriate, a meeting will be called with the teacher, the student, a parent or guardian and the Principal/Assistant Principal/VCE Coordinator to discuss the circumstances. The teacher and Principal/Assistant Principal will make the final decision.

### **ABSENCE DURING ASSESSMENT TASKS**

Students are expected to attend assessment tasks even if there are difficulties in doing this (e.g. due to illness, family problems, etc). Under these circumstances, students will be eligible for special provision and teachers will make a professional judgment regarding this disadvantage in consultation with a Principal/Assistant Principal/VCE Coordinator.

#### **Students who miss part or all an assessment task with an approved absence:**

- Teachers may elect to give students an extension of time
- Teachers may give the student another task to complete
- When the absence is known in advance, the student must complete an Application for Special Provision form to have the absence approved and alternative arrangements made.

#### **Students who miss an assessment task without an approved absence:**

- Students will be assessed as 'N' and given a score of 0.
- An opportunity to redeem the 'N' to an 'S' will be negotiated, if possible, within two weeks.
- The score of 0 will remain.

### **Attendance at Courses Provided by another Senior Secondary Provider**

Where students are accessing VCE/VCAL/VET courses through another senior secondary provider, the VCAL coordinator will decide for the other senior secondary provider to notify Murtoa College if the student is absent on a scheduled attendance day. The VCAL Coordinator will retain records of student absences from other senior secondary providers.

## Implications of Student Absences on Assessment

Event	Circumstances	Action	Responsibility
Student does not present for the SAC or SAT.	<b>Medical certificate</b> supplied and/or <b>Special Provision</b> granted and/or school-based activity verified.	Student will sit the task. The work will be graded. The original task or an alternate task will be set.	Approval given by VCE Coordinator. Time and date to be set by subject teacher within 2 days of approval. The student must sit the alternate tasks at the time set.
Student does not present for the SAC or SAT.	<b>No medical certificate</b> supplied and/or <b>no Special Provision</b> granted.	Student will receive a mark of NA for the Task. The teacher will determine if the Outcome has been met via the pre-SAC assessment tasks.	The student will be NOT given an opportunity to complete the task.
Student does not sit a section of the SAC or SAT. For example, the student is absent for one or two periods of a task.	Medical certificate supplied and/or Special Provision granted and/or school-based activity verified.	Student sits the section of the task at some other time, usually during class time if the task is still in progress. The task will be graded.	Approval given by VCE Coordinator. Time and date to be set by subject teacher within 2 days of approval. The student must sit the alternate section of task at the time set.
Student does not sit a section of the SAC or SAT. For example, the student is absent for one or two periods of a task.	No medical certificate supplied and/or no Special Provision granted.	The student loses the marks for this section only. The incomplete task is assessed. The teacher will determine if the Outcome has been met via the pre-SAC assessment tasks.	Subject teacher to mark according to the action listed.
Work is submitted for a SAC but it <b>does not meet the minimum requirement</b> .	All assessment task procedures were followed.	The SAC is graded according to what has been completed. The teacher will determine if the Outcome has been met via the pre-SAC assessment tasks.	Classroom teacher to inform VCE Coordinator.
A School Assessed Task (SAT) is not submitted on the <b>due date</b> .	Student contacts the VCE Coordinator and special provision is granted if the student has supporting documentation and it is approved.	The SAT will be accepted and marked without penalty (unless VCAA deadlines preclude this).	Student must contact the VCE Coordinator. The VCE Coordinator will contact the subject teacher on the special provision provided.

A School Assessed Task (SAT) is not submitted on the due date.	Contact is not made and/or Special Provision is not granted.	The student will need to make an application to the VCE Coordinator for the work to be submitted for assessment. It is likely the work will receive a "0", although it may be accepted for Satisfactory completion.	Subject teacher to inform VCE Coordinator of student's incompleteness. YLC to inform student of the consequences and provide the relevant information of the outcome to the classroom teacher.
--	--	---	--

## VCAL

If a Satisfactory result for an Outcome relies on the missed assessment task, then a student may be allowed to do that task if appropriate, or be set a new one, in order to convert an N (Not Satisfactory) to an S (Satisfactory) result.

### Absence during preparation for assessment tasks.

Students may be given an extension and/ or an alternative task for completion of the assessment task under the Special Provision policy and approved absences. In this case, the mark obtained will count towards the ATAR score.

## 2. TIMELINES AND DATES

The teacher of each class will provide students in their class with a program showing a week-by-week course outline with dates for all assessment tasks. Students will also be given a semester outline showing when assessment tasks for all subjects are due.

Dates must be provided to the Daily Organiser and XUNO Manager at least two weeks in advance.

All dates will be entered on the XUNO school calendar.

## 3. COURSE WORK

Coursework assesses each student's overall level of achievement on the assessment tasks designated in the study design. The study design specifies a range of tasks to assess achievement of each of the unit's outcomes.

Assessment tasks designated for Coursework (SACs) must be part of the regular teaching and learning program and must be completed mainly in class time.

## 4. AUTHENTICATION

The Principal is responsible for the administration of VCAA rules and instruction in the College. One of these rules is that students must ensure all unacknowledged work submitted for assessment is genuinely their own.

Teachers should have in place strategies for ensuring that work submitted for assessment is the student's own work.

To reduce the possibility of authentication problems occurring in VCE Units 1 to 4, or being difficult to resolve, the following strategies will be used:

- Teachers should ensure that tasks are kept secure prior to administration, to avoid unauthorized release to students and compromising the assessment. They should not be sent by mail or electronically without due care.
- A significant amount of classroom time should be spent on the task so that the teacher is familiar with each student's work in progress and can regularly monitor and discuss aspects of the work with each student.
- Students should document the specific stages of the development of work, starting with an early part of the task such as topic choice.
- Copies of each student's written work should be filed at given stages in their development.
- Assessment tasks should not be recycled from one academic year to the next or between academic cycles to ensure that students are unable to use other student work from the previous year or academic cycle.
- Where commercially produced tasks are being used for School-based Assessment, the school will ensure the tasks meet the requirements of the study design and that they have been sufficiently modified to enable student work to be authenticated.
- Plagiarism (copying from a source without acknowledgment) is strictly forbidden and will be regarded as cheating. (See No. 8 Investigations & Appeals below)
- Students should acknowledge tutors, if they have them, and discuss and show the work done with them.

## 5. SATISFACTORY COMPLETION

See also:

Extension Policy (Section 6 below)

Appeals Policy (Section 8 below)

Absence during assessment tasks (Section 1 above).

Special Provision (Section 9 below)

For satisfactory completion of a unit students must satisfactorily complete each of the outcomes for that unit as specified in the Study Design.

If students are '*at risk*' of an outcome not being met, for whatever reason, Subject Teachers should have contacted home via a '*Unit at Risk*' letter.

Satisfactory completion of an outcome means:

- The work meets the required standard
- The work is submitted on time
- The work is clearly the student's own
- There has been no substantive breach of rules

## 6. EXTENSION POLICY

See also:

Absence during assessment tasks (Section 1 above)

Special Provision (Section 9 below)

Extensions of time may only be given for completion or re-submission of work for learning outcomes in extreme circumstances. Students who have been given an extension for an assessment task may be required to undertake an alternate task.

The process for students to obtain an extension is:

- Student completes an [Application for Extension](#)
- Consultation will then take place between the student, classroom teacher, YLC, VCE Coordinator and Principal

- Classroom teacher/Principal/Assistant Principal/VCE Coordinator will then make the final decision and notify the student.

## 7. REDEMPTION POLICY

If, in the judgment of the teacher, work submitted by a student does not meet the required standard for satisfactory completion, the teacher may consider other work relating to outcomes undertaken and submitted by the student for the unit. This work may include:

- Class work.
- Homework
- Additional tasks.
- Discussions with the student that demonstrates their understanding of the outcome.

Redemption may include:

- Re-submission of a task.
- Completion of an alternative task.
- Individual re-schedule of an assessment task.

Arrangements for redemption are to be made between the students and their teacher, based upon the teacher's professional judgment.

Students may only redeem an 'N result' and convert it to an 'S result' for learning outcomes and work requirements. It is not possible to change a mark for a coursework assessment task.

## 8. APPEALS & INVESTIGATIONS

### Appeals

Students have the right to appeal decisions about:

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

The process for appeals is as follows:

- Student notifies the Principal/Assistant Principal/VCE Coordinator of intention to appeal.
- The appeal must be **in writing**, stating the grounds of appeal and must be given to the Principal at least one hour before the formal interview.
- A formal interview will be undertaken with a school based appeals panel.
- Composition of the panel will be the Principal or nominee and relevant teachers.
- Students may request a support person to be present, e.g. parent/guardian/friend.
- All deliberations must be documented and outcomes must be conveyed to the student in writing.

### Investigations

Where there has been a suspected breach of the school, VCAA or Department of Education & Training policies, rules or regulations, the Principal will instigate an investigation into the alleged breach.

Investigations may be instigated for the following but not limited to:

- Attendance issues.
- Cheating.

- Plagiarism
- Issues over completion of work, submission of work or work requirements.
- Non-compliance with the Study Design.
- Disputes over courses, subjects or other issues related to curriculum requirements.
- Results.
- Redemptions.

The Process for investigations includes the following:

- Principal receives a complaint, information or is alerted to an anomaly or possible breach.
- Principal establishes a panel to investigate the matter.
- Panel members will include the Principal (or delegate) and up to two teachers. It may be necessary to have an external teacher or an external person with appropriate expertise on the panel depending on the nature of the investigation.
- The panel will investigate the matter and make recommendations to the Principal which may include recommendations on possible consequences.
- The principal will make the final determination of the consequences based on the rules, regulations and policies current at the time.

## 9. SPECIAL PROVISION

Special Provision enables students whose learning and assessment programs are affected by

- illness
- impairment or
- personal circumstances

A student who believes he or she may be eligible for Special Provision should apply to the VCAA for Special Provision through the Principal/Assistant Principal/VCE Coordinator.

Documentary evidence will be required to support the application.

### Types of Special Provision

There are four forms of Special Provision for the VCE:

1. **Curriculum delivery and student programs** – for example, where a student may be given assistance by an aide, or allowed to use technological assistance
2. **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
3. **Special Examination Arrangements** – for example, where a student may be given extra time to complete an exam, or permission to use technology.
4. **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 the Principal/Assistant Principal/VCE Coordinator.

The student's Statement of Results does not indicate that Special Provision has been made.

## 10. ASSESSMENT OF SCHOOL-ASSESSED TASKS (SATs)

Schools are responsible for the assessment of School Assessed Tasks. The sole basis for this assessment, is the set of criteria for the award of scores, published each year by the VCAA on the VCE study pages of its website.

**VCAA sets down seven rules which students must observe when preparing work for School-Assessed Tasks.**

**They are:**

1. Students must ensure that all unacknowledged work submitted is genuinely their own.
2. Students must acknowledge all resources used, including:
  - text and source material
  - the name(s) and status of any person(s) who provided assistance and the type of assistance provided
3. Students must not receive undue assistance from any other person in the preparation and submission of work.

Acceptable levels of assistance include:

- The incorporation of ideas or material derived from other sources (e.g. by reading, viewing or note taking) but which has been transformed by the student and used in a new context
- Prompting and general advice from another person or source which leads to refinements and/or self- correction

Unacceptable forms of assistance include:

- Use of, or copying of, another person's work or other resources without acknowledgment
- Actual corrections or improvements made or dictated by another person

4. Students must not submit the same piece of work for assessment more than once.
5. Students who knowingly assist other students in a breach of rules may be penalised.
6. Students must sign the Declaration of Authenticity at the time of submitting the completed task. This declaration states that all unacknowledged work is the student's own.
7. Students must also sign a general declaration that they will observe the rules and instructions for the VCE and accept disciplinary provisions.

**When completing School-Assessed Tasks students must also:**

1. Produce appropriate evidence of the development of work, from planning and drafting, through to the final piece of work. This will enable the teacher to monitor and record the development of the work and to attest that the work is the student's own.
2. Submit evidence of the development of each School-Assessed Task for example, a draft. Written comments must have been provided by the teacher on the evidence. The evidence is to be dated and signed by the teacher and the student.
3. Sign the Declaration of Authenticity at the time of submitting the completed task. This declaration states that all unacknowledged work is the student's own.

**Students should observe:**

All rules relating to word limits. The word limit should include all material provided by the student which is presented for assessment.

Material which is not for assessment itself but is submitted to accompany the task will not be counted.

School set deadlines must be adhered to for all School Assessed Tasks

**Statistical Moderation:**

The VCAA acknowledges that teachers are best placed to measure students' academic achievement, however, measurements are only comparable when they are expressed on the same scale.

It is important to remember that statistical moderation does not change the relative performance of students within the statistical moderation group.

For each VCE and VCE VET program, the VCAA uses statistical moderation to express students' achievements from all schools on the same scale. This provides fairness for students across the state.

**Internal Comparability of School Assessments:**

For statistical moderation, each school's assessments are treated as a single group, not as separate teaching classes. There should be consistency of decisions made by teachers of individual studies.

**Small-group partnerships:** Unit 3 & 4 studies only

When classes comprise fewer than five students, partnerships with other schools should be formed as soon as possible in the year. It is preferable for a small group to combine with as large a group as possible.

An important aspect of small-group partnerships is the level and consistency of interaction between schools. Schools may utilize any method of interaction is appropriate, including telephone, fax, post, email, face-to-face and videoconferencing.

Teachers in schools that are combining their individual assessments will find it useful to discuss and come to an agreement on student completion dates.

## **11. RELEASE OF RESULTS POLICY**

After work is submitted and marked, teachers should provide feedback to students within two weeks of the submission date. Appropriate feedback includes:

- Advice on particular problem areas
- Advice on where and how improvements can be made for further learning
- Reporting S or N decisions and/or written comments on students' performance against each outcome.
- Reporting/Release of student results is an important aspect of the feedback to students. In providing this feedback, teachers may give students their marks on individual course work tasks; timing of this process will be in line with the individual study program and as determined by the Subject teacher.

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

### **SAT's**

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

## **12. RELEASE / STORAGE OF STUDENT WORK POLICY**

It is expected that students will retain ALL work completed during a year, till the end of the year in which the work was undertaken. Such work may be requested by the VCAA as part of the process of course sampling.

Any student work assessed as N, or about which any concerns are held, should be retained by the teacher in original or photocopied form. Teachers should retain a representative sample of student work for each outcome to assist in the review of college courses.

Students can access their VCE or VCAL records during their study by requesting information through the VCE Coordinator who will arrange for the relevant information to be provided after consultation with the Principal.

Parents or students seeking Freedom of Information requests must make requests directly to the Department of Education's FOI and Privacy Unit.

## **13. EXAMINATIONS**

### **Year 12:**

All studies will hold an end of year examination as prescribed by the VCAA.

VCAA Mid-year examinations may also be held in some studies, and internal (school-assessed) exams will be held in all other studies.

Internal exams may also be held during the term 3 holidays or at the start of term 4, as practise for the external end of year exams.

Examination Timetables will be published at the earliest available opportunity.

Students who have applied for Special Provision will have arrangements organised as appropriate.

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

Details of conditions, rules, approved materials etc. will be provided by the VCAA via a student information booklet prior to the June examination period.

### **Year 11**

Students must sit a school-based exam in all Study Units towards the end of each semester.

The Subject teacher will set the type, duration and value of each exam.

A Year 11 examination week will be set aside for these exams, and an examination timetable published and distributed to Year 11 students.

The Subject teacher will carry out assessment of each exam.

Students will be provided with feedback on their exam results.

Results of the exams will be reported to students in their mid- and end-of-year reports.

## **14. GENERAL ACHIEVEMENT TEST – The GAT**

All students enrolled in one or more sequences of Units 3 and 4 must sit the General Achievement Test (GAT) in June.

Exemptions from the GAT may be given only in exceptional circumstances.

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

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

## **15. ATAR SCORE**

All students will have a study score calculated for them based on graded assessments, regardless of the assessment process used.

The ATAR will be calculated from the individual study scores. ATAR scores are ONLY USED by the Victorian Tertiary Admissions Centre (VTAC) and other national tertiary entrance organisations in determining eligibility for entry into tertiary courses.

They are not an indication of a pass or fail at VCE (see Satisfactory Completion).

## **16. MAINTENANCE and ANALYSIS of RESULTS**

Student assessment results and data are stored electronically on the Murtoa College VASS System for each student for the duration of their time at Murtoa College. This database is maintained by the VASS Coordinator and is used for extensive data analysis of student results to inform individual learning and whole school curriculum improvement.

### **Portfolio of Evidence**

Students will keep a portfolio of evidence to demonstrate successful completion of their VCAL learning outcomes.

### **Three-Way Conference**

Students are expected to meet with their teacher and parent/carer at least twice a year to discuss their success at Murtoa College. Students will bring along their recent learning goals and highlight their current learning. At the conference the teacher, parent/carer and student will work on their current Individual Education Plan and talk about ideas and plan for future education/training/schooling.

### **VCE Year 12 Results**

The VCAA rules regarding the VCE apply for VCE Year 12 results.

- A Year 12 student will receive an NA (Not Assessed) for an un-submitted school assessment task (part of the School-assessed Coursework).
- A new assessment task may be set in order to enable a student to convert an N (Not Satisfactory), for an Outcome, to an S (Satisfactory) result for the Outcome only. However, no score can be awarded to count towards the ATAR (Australian Tertiary Admission Ranking).

## **17. MAINTENANCE OF SCHOOL RECORDS**

The following records will be collected, collated and stored in the VCE Coordinator's office in a secure cabinet.

- Unit completion and graded assessments results.
- Agreements to work in partnerships with other providers, including small-school partnership agreements.
- Student applications for extensions of time with supporting documentation.
- Applications for, and approvals of, Special Provision, with supporting documentation.
- Any interviews with students relative to progress, achievement, issues or matters concerning VCE subjects, assessment and the like.
- High-level print-out of student attendance/absences collated on a term-by-term basis indicating approved absences.

Murtoa College is cognisant of the obligations for the maintenance and disposal of VCE/VCAL records. Records will be retained and disposed as per the current regulations. Records will be managed by the VCE Coordinator and overseen by the Business Manager.

## **18. PRIVACY**

Murtoa College will adhere to DET and VCAA requirements on privacy of personal information, access to, disclosure and storage of relevant documentation.

## **19. STUDENT RESPONSIBILITIES:**

### **Summary of Student Responsibilities**

- Students must maintain a 90% attendance in each individual class.
- Students must ensure that all unacknowledged work submitted for school assessed work is genuinely their own work.
- The onus of authenticity rests with the student. Students must show teachers work in progress to demonstrate the authenticity of the work.
- Students must acknowledge all resources used.
- Students must not receive undue assistance from any other person in the preparation and submission of work.
- Students must produce appropriate evidence of the development of SATs or SACs from planning and drafting, through to the final piece of work.

- Students must not submit the same piece of work for assessment more than once.
- Students must sign the **Authentication Record for School-Assessed Coursework** at the time of submitting the completed task.
- SAT/SAC/Outcomes Tasks must be submitted on the due date directly to the teacher concerned who will record their acceptance. Teachers need not take responsibility for work that has allegedly been put in pigeonholes and goes astray. Teachers have the right to insist that outcomes tasks be submitted during the subject period the day concerned, although in practice most teachers will accept work until the end of the school day.
- Students must have a copy of all work completed on a computer. Computer issues will not be accepted as a reason for non-completion of work.
- Students who fall behind will be required to catch up. Teachers will inform parents/guardians of student progress through Parent/Teacher interviews, letters and incidental contact by phone or email

### Links to Relevant Documents

[Link to VCAA Handbook](#)

[Link to Procedures for Assessment in VCE studies](#)

[Application for Special Provision](#)

[Unit at Risk letter](#)

[Unsatisfactory Completion of Task](#)

[Overdue Coursework](#)

### *POLICY REVIEW AND APPROVAL*

Policy last reviewed	November 2021
Approved by	Principal
Next scheduled review date	November 2024