



2022

Senior Mini School Procedures Handbook

Contents

Welcome	3
Senior School Staff 2021	4
Enrolment	5
Satisfactory Completion	9
Promotion	11
Attendance	13
Attendance Requirements SAC's and SAT's	15
Assessment "S" or "N"	16
Authentication	21
Examinations	22
General Achievement Test	23
Special Provision	24
Glossary of Terms	28

Welcome

VCE, VET & VCAL 2022

At Beechworth Secondary College, we know that when students are well informed about expectations, they take greater responsibility for their learning and wellbeing and do better in their studies. The following Senior School Policy and Procedures Handbook outlines the essential information that every VCE, VCAL and VET student needs to be familiar with in order to do their best in their senior years of schooling. As a college, we are guided by the protocols set in place by the Victorian Curriculum and Assessment Authority (VCAA) and our teachers and leaders work diligently to ensure the Senior School Program is delivered to the highest standard in line with statewide expectations. We also tailor our own process and procedure to suit the needs and expectation of our own students, context and community and these are outlined in our handbook.

The full VCAA Administrative handbook is available at:

<https://www.vcaa.vic.edu.au/administration/vce-vcac-handbook/Pages/index.aspx>

In 2021, subject teachers and the Senior Mini School team will work together with individual students to meet the requirements of the Senior School Program and help maximise each young person's potential for career pathway opportunities, further education or employment.

At Beechworth Secondary College, all senior students are considered to be leaders and role models for our younger students and therefore we expect very high levels of behaviour, motivation and engagement with learning at all times. We rely on our senior students to demonstrate the school values of **Aspire, Respect and Contribute** when they go about their daily work at school and represent the College in the community. We encourage students to follow the processes outlined in the following handbook to ensure that when concerns or barriers to learning arise, they deal with them quickly and with a positive mindset. All students and parents are urged to read this policy booklet prior to the beginning of Term 1, 2021 and make contact with our Senior Mini School Leaders if you have questions.

We are very excited to be working with you in this critical and very special stage in your lives and extend an open invitation to seek our help and support whenever you find you need it.

Best wishes,

Rachael Castricum - Senior Mini School Leader.

rachael.castricum@education.vic.gov.au

Alastair Jack - Senior Mini School Leader.

alastair.jack@education.vic.gov.au

Senior School Staff 2022

Patricia Broom	Principal
Luke Wakefield	Assistant Principal
Rachael Castricum	Senior Mini School Leader / Leading Teacher - Curriculum, Teaching and Learning
Alastair Jack	Senior Mini School Leader
Angi Salgram	VCAL Coordinator
Anthea Scott	Careers Coordinator
Ash Lawry	Leading Teacher – Wellbeing and Engagement

Senior School Staff can be contacted during school hours at the College on **(03) 5728 1264** or at any time on email via the Compass Parent Portal. Please note that Senior School Leaders will respond to emails during work hours.

Enrolment

All students must abide by the administrative guidelines and regulations of the VCE & VCAL, as set out by the VCAA and the College. It is anticipated that senior students will be enrolled in full-time study, unless approved under *Special Provision* conditions. Some Centrelink benefits such as Youth Allowance require students to be enrolled full-time or to be enrolled under authorised Special Arrangement conditions for part-time status. If a part time study load applies to you, please check with the Senior School Leaders that all steps in this process have been followed.

At the beginning the school year, all students studying Year 11 or 12 at Beechworth Secondary College must complete and sign a *VCE or VCAL Student Personal Details Form*. This includes a Student Agreement to abide by VCAA and College regulations.

Victorian Certificate of Education (VCE)

Each VCE study is designed to provide a two-year program. Studies at Unit 1 and Unit 2 level are nationally and internationally benchmarked to a Year 11 standard, and studies at Unit 3 and Unit 4 level are benchmarked to a Year 12 standard.

Each VCE Unit is numbered 1, 2, 3 or 4.

Student programs may include some Unit 1 and 2 studies in Year 10, 11 and 12. Unit 3 and 4 studies are restricted to Year 11 and 12.

At Beechworth Secondary College:

Unit 1 and 2 VCE and VET subjects have 3 x 72-minute periods timetabled per week.

- Year 11 VCE students will enroll in *6 Units* each semester and therefore *12 Units* over the year.
- Year 11 VCAL students will enroll in *6 Units* each semester, however they may reduce this by one unit in order to facilitate a work placement as part of their VCAL studies on an individual basis.

Unit 3 and 4 VCE subjects have 3 x 72-minute periods timetabled per week.

- Year 12 VCE students will enroll in *5 sequences of Units (10 Units)* for the year as a default position. Any variation to an enrolment in less than *5 sequences of Units* requires permission from the Senior Mini School, parent and College Principal.
- Year 12 VCAL students will also enroll in *10 Units*, however they may reduce this by one unit in order to facilitate a work placement as part of their VCAL studies.

A diagnosed Learning Disorder, long-term illness or negotiated 3-year VCE or School Based Apprenticeship may be grounds for a variation from this typical program.

Unit Start Dates

All students will begin the 2021 academic program during Headstart 2020, which will run from Monday 30th November to Friday 11th December. Senior students are expected to fully participate in all aspects of Headstart and complete all assessment tasks, holiday homework and study opportunities set by their teacher during the Headstart program and over the summer break.

Subject Changes 2022

- Changes to Units 1 or 3 and 4 sequences cannot be made after *Term 1 – Week 2, 2021*. Students are encouraged to contact the Mini School Leaders **before the end of Week 1 (29th January)** if they have any concerns over their enrolled program.
- Changes to Unit 2 sequences cannot be made after *Term 2 – Week 8, 2021*.

Withdrawal from a Subject

- Students who wish to withdraw from a subject must do so by the dates set by the VCAA (published in 2021) otherwise they will receive a 'Not Satisfactory' result for the particular Unit of Study.
- Before approving a withdrawal from a study, the student must be interviewed by the Careers Advisor and the Senior Mini School Leader and a withdrawal/change of subject form must be completed and signed by a parent/carer.

Study Periods

- Year 12 students are granted 3 study periods per week to assist with the workload associated with the Unit 3 and 4 programs. Study periods are to be used constructively for continuing with class work, completing homework, and studying for assessments and exams etc. Students will be continually supported by the Mini School Leaders to improve their organisation and study habits to make the best use of this time.
- Students **MUST** remain on the College grounds during study periods, unless officially signed out at the Front Office with **explicit written parental permission** to leave as per the regular school processes.
- Students are expected to work in the VCE study areas during Study Periods or in the library or other specialist study areas (e.g. Art studio) with express teacher permission.

Victorian Certificate of Applied Learning (VCAL)

The Victorian Certificate of Applied Learning (VCAL) is a senior secondary certificate of education recognised within the Australian Qualifications Framework (AQF). VCAL students undertake an approved program to gain a minimum of *10 Credits*. Students will be enrolled in one of 3 levels: Foundation, Intermediate, or Senior. VCAL Students will undertake:

- a VETis study at BSC or other approved Training location.
- a Work Placement one day a week (Structured Workplace Forms need to be completed at time of enrolment)
- One Mathematics study out of Unit 1-2 Foundation Maths, Unit 1-2 General Maths, Unit 1-2 Mathematical Methods, Unit 3-4 Further Mathematics or Unit 3-4 Mathematical Methods
- Either VCE English or VCAL Literacy
- VCAL subjects (Personal Development Skills and Work Related Skills)
- One other study to be chosen from in Year 11 - Unit 1-2 VCE or VETis, or Unit 3-4 VCE or VETis.

The Victorian Certificate of Applied Learning (VCAL) is a hands-on alternative to the Victorian Certificate of Education (VCE). The VCAL gives practical work-related experience, as well as literacy

and numeracy skills and the opportunity to build personal skills that are important for life and work. Like the Victorian Certificate of Education (VCE), VCAL is an accredited secondary certificate. VET and Further Education (FE) form an integral part of the VCAL. VET training is a compulsory requirement for the completion of VCAL Certificates at Intermediate and Senior levels. Each VCAL Unit is 100 nominal hours in length. Each Unit successfully completed contributes *one credit* toward the VCAL at the appropriate award level.

To be awarded the VCAL, students must successfully complete a learning program that contains a minimum of *10 credits* including:

- Literacy
- Numeracy
- Work-Related Skills
- Personal Development Skills
- Industry-Specific Skills (VET)

If you successfully complete your VCAL, you will receive a Certificate and a Statement of Results that details the areas of study you have completed. (Throughout this document, statements referring to VCE students and studies also apply to VCAL students and studies).

Vocational Education and Training (VET)

All VET delivery and assessment is a part of the National Training Framework (NTF). Programs are delivered in partnership with another Registered Training Organisation (RTO). They are usually a local TAFE College, who issue a Certificate upon completion of the course.

The VET studies that are offered at Beechworth Secondary College are Furnishing, Engineering or Music Industry Studies (also Community Services – Externally provided in 2021). Although these options cater for a wide range of students' career pathways, for some students it is beneficial to access different VET courses directly from other local providers. If a student is pursuing this option, families should be aware that:

- Students may miss some VCE classes on the day that VET Courses are run at other institutions and will be expected to complete work missed and comply with all deadlines for VCE work.
- Students have to make their own way to and from the institution where they are studying and to and from any work placement venues that may be associated with the running of the appropriate VET course.
- Some VET courses require Work Placement and all relevant forms need to be signed in a timely manner to accommodate this.

Satisfactory Completion: VET Unit of Competency

Students receive an "S" for a Unit of Competency if they have demonstrated Competence as assessed by their Registered Training Organisation (RTO). Students receive an "S" for a module if they have demonstrated achievement of all the Learning Outcomes as assessed by the RTO.

Not Yet Competent: VET Unit of Competency/Module

- Students will receive an "N" for a Unit of Competency if they have not yet demonstrated Competence.
- Students receive an "N" for a Module if they have not yet demonstrated achievement of all learning Outcomes. If a student has not satisfied sufficient Units of Competency/Modules to be awarded Satisfactory Completion of a VCE/VET Unit, the result is left blank.

Satisfactory Completion of the VCE

Victorian Certificate of Education (VCE)

The VCE is made up of a series of 'studies' (subjects) each of which is divided into semester-long 'units'. Unit 1-2 studies are usually completed as a sequence in a calendar year but can also be completed in isolation. Unit 3-4 studies must be completed as a sequence in a calendar year.

- Each study is conducted according to the Victorian Curriculum and Assessment Authority's (VCAA) 'study design', relevant details of which are passed on to students by their teachers.
<http://www.vcaa.vic.edu.au/pages/vce/studies/index.aspx>
- Each student's own VCE program will be individually developed to best suit their career pathways and personal interests in such a way as to maximise their performance in each study.
- The VCE is awarded solely on the basis of satisfactory completion of units.
- A unit is a semester-length component of study representing *50 hours* of class time.
- The workload of all VCE units is prescribed by the VCAA but organised and administered by subject teachers. It is the intention of the College that every student be given every opportunity to satisfactorily complete all work by the due date and to therefore complete their VCE to the highest possible standard.
- The decision about *satisfactory completion of a unit* is distinct from the *assessment of levels of performance*.

To qualify for the award of the VCE, students must satisfactorily complete:

- at least *16 units* of study
- *an English 3-4 sequence and at least one other English unit*, which may be selected from English Units 1-4, Literature Units 1-4, or English Language Units 1-4
- At least three other Unit 3-4 sequences. This means that the student must receive an S for both Unit 3 and Unit 4 in three other studies. (May include any number of English sequences once the English requirement has been met.)

VCE Units 1 and 2

Units 1 and 2 may be undertaken separately or as a pair. Schools may timetable Units 1 and 2 in a sequence that is suitable for their program.

VCE Units 3 and 4

Units 3 and 4 of all studies must be undertaken as a sequence. Unit 3 must be offered in Semester One and Unit 4 must be offered in Semester Two.

A Study Score will not be awarded unless 'S' results are obtained for both Unit 3 and Unit 4 in the one year, except for students with Interrupted Studies status.

Satisfactory completion of each unit is based on achievement of learning outcomes as defined in the official VCAA Course document. These Outcomes include both knowledge and skills.

<https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx>

ATAR (Australian Tertiary Admission Rank)

To be awarded an ATAR, students must complete a 3-4 sequence of English and at least three other 3-4 sequences.

Unit 3-4 sequences are awarded a *Study Score* which is a ranking (not a percentage or a grade).

The maximum study score is out of fifty (50).

A student's *ATAR (Australian Tertiary Admission Rank)* is also a ranking. It is not a percentage or a grade. The maximum ATAR is 99.95. A student's ATAR is calculated by the VTAC (Victorian Tertiary Admissions Centre) using the study scores achieved in the following Unit 3-4 subjects:

- English
- Plus the student's next best 3 study score results.
- Plus 10% of the 5th (and 6th) study score results.

(The raw score is then converted into a ranking out of 100).

<http://www.vcaa.vic.edu.au/pages/schooladmin/handbook/2017/index.aspx>

Study Scores

A Study Score is calculated using the student's moderated School-Assessed Coursework scores, scores for School Assessed Tasks and examination scores for each study. This score is used by VTAC for the calculation of the student's ATAR.

Special Provision

The VCAA Special Provision policy aims to provide students in defined circumstances with the opportunity to participate in and complete their 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 programs are affected by disability, illness, impairment or other 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 timeframe comparable with their peers.

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

Further information about *Special Provision and types of Special Provision* can be found in the sections following or at:

<https://www.vcaa.vic.edu.au/administration/vce-vcac-handbook/sections/Pages/15SpecialProvision.aspx>

Promotion

Whilst it is generally assumed that students will progress through the College on an annual basis, the College acknowledges that students learn at different rates, in different ways and in different contexts. Therefore, to ensure the success of students at Beechworth Secondary College, progression into the next academic year is not automatic.

Annual progression may not be appropriate for every student.

Students are promoted to the next year level if they can demonstrate their learning and achievement throughout their course of study in the previous year. Promotion involves the College making explicit judgements about students' learning and their levels of achievement. The promotion practices of the College are based on collaborative decision-making processes involving parent/carer, students and teachers. Most students will complete their VCE over two years.

To progress to the next level of study, students need to satisfactorily complete the previous year, by

- participating in an appropriate course of study.
- providing evidence that they will be able to manage the standard of work at the required level.
- having an attendance of 90% or above (or 80% with approved absences) for the previous year.

Entry to VCE Studies

Students may enter studies at the level of Unit 1, 2 or 3. In some studies, students are advised to complete either or both Units 1 and 2 before attempting Unit 3, or have equivalent experience, or be willing to undertake some preparation. This advice is published in the study design for each study.

Units 3 and 4 are designed to be taken as a sequence; students must undertake Unit 3 before commencing Unit 4 of a study.

Year 10 into Year 11

In order for students to gain an automatic progression into Year 11, they will require an

- "S" for both units of English and Mathematics in Year 10
- "S" for 80% of the other units studied

Students, *who do not achieve satisfactory results*, will be subject to a promotion interview and process designed to allow each student success. Each case will be considered individually with the best interests of the student in mind and in consultation with Parents, Teachers and Leaders at the school and with reference to their Careers Portfolio.

Attendance Requirements

In order to maximise student achievement and outcomes, Beechworth Secondary College requires students to be punctual and attend all classes with appropriate materials and set preparation completed so that teaching and learning can be effective.

The College VCE & VCAL Attendance Requirement is fully supported by the VCAA and requires at least 90% attendance (or 80% with approved absences considered) in each class to achieve an “S” result for that Unit.

Approved absences are:

- those covered by a Medical Certificate or similar documentation
- those caused by the student’s participation in another aspect of the College’s educational program (such as sport, music, excursion or camp)

Unapproved absences are:

- absences not covered by a Medical Certificate or other relevant documentation.
- an absence from a whole school activity
- *Family holidays taken by VCE students during term time are not appropriate and are not an approved absence. Teachers are not responsible for and may not provide work for students on holidays as this may lead to authentication concerns.*

Should a student accumulate *5 unapproved absences in any Unit*, they may be at risk of not achieving an “S” for that Unit. The **Mini School Leaders** will then work in conjunction with the **classroom teacher** to send home an **Early Warning Notice** and convene a meeting with the student and the student’s parent/carer to address the attendance concern.

Co-Curricular Activities during Class Time

Senior students taking part in co-curricular activities such as sport teams, musical performances, peer support, coaching, debates etc. may do so only if they **give priority to their timetabled studies**. Students **must not miss coursework assessments** because of school based activities. Besides the House Athletics, Cross Country and Swimming Carnivals, it is expected that Senior students limit themselves to only two other co-curricular activities per year.

Students participating in activities such as music performances or sporting teams etc. that take them out of classes **must** seek permission from their class teachers, fill out a co-curricular activities form, and catch up on any work missed.

Catch-Up Classes

If a student falls below the required 90% attendance (or 80% with approved absences) they will be required to attend catch up classes for each study in which they are below the 90% requirement. These classes will normally be held after school on Wednesdays and will be compulsory for affected students. Failure to attend scheduled catch up classes in a particular Unit will result in an “N” for that Unit.

VCE Attendance VCAA Policy

*“All VCE units require **50 hours of class time**. A student needs to attend sufficient class time to complete work. The school sets minimum class time and attendance rules. If a student has completed work but there has been a substantial breach of attendance rules and the school therefore wishes to assign an “N” to the Unit, the school must assign an N for one or more of the 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, upon application from the student, grant Special Provision for School-based Assessments. In this case, the student should not be penalised for lack of attendance.

The Special Provision granted may allow a student to work from home for a period of time. The student and school should complete an [Application for Special Provision for School-based Assessment and Unit Completion form](#) (on VASS) and retain this at the school, with the supporting evidence.”

Attendance Requirement SACs/SATs

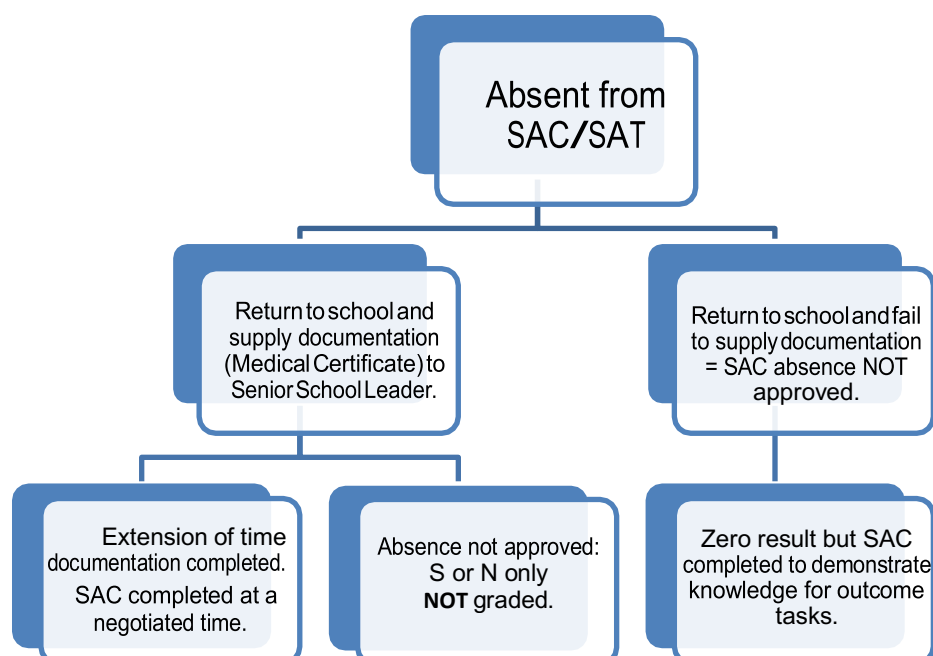
If a student is absent from an assessment task or outcome task on the grounds of illness, he/she must provide a Medical Certificate to the relevant Mini School Leader immediately upon return to school.

If a student provides such a Certificate, the student will be given the opportunity to undertake a different assessment task at a different time organised by the Classroom Teacher through the application of “Extension of Time for a SAC, SAT, Outcome Task”. (See Extension of Time section below).

Where no Certificate is provided for the illness, a student will receive a zero for an Assessment Task (SAC). A student who misses a SAC may be required to undertake the SAC or an alternative task to demonstrate that they have shown enough understanding to achieve the outcomes of the unit. No marks will be awarded in this case. If it is an extended SAC or SAT and a student misses part of the work then they will be graded only on the work done to that point. No extra time will be provided.

The Senior Mini School Leader and a member of the Principal Team retains the discretion to decide when a student who has been absent on non-medical grounds has genuine and documented reasons for the absence, that would entitle them to Special Provision. Alternative assessment arrangement should be put in place for that particular student. Documentation could include report(s) from counsellors, psychologists, social worker, or detailed parent letter and interview.

If there is an issue of authentication of a Medical Certificate, then it is the student’s sole responsibility to provide such information as the College requires so that it can verify that the Certificate is genuine. If the Medical Certificate cannot be authenticated within five days or such other additional time that the school may nominate, then the matter will be dealt with as a breach of rules.



Assessment

At the beginning of each Unit the class teacher will provide all relevant details about assessment tasks, deadlines and criteria for assessment in writing.

School Assessed Coursework (SACs)

- made up of assessment tasks specified in the study design.
- used to assess the Unit Learning Outcomes.
- are generally part of the regular teaching and learning program.
- must be completed mainly in class time.
- are completed in a limited time frame.

Students have a responsibility to be aware of the assessment tasks and the respective due dates for a given unit.

School Assessed Coursework Conditions

- Conditions are strictly common for all classes of a subject.
- Students will receive a unit plan for each VCE subject at the beginning of the year (or Headstart) detailing the week of each SAC, the exact date of which will be decided by the teacher.
- Students will receive an outline of the nature of the task prior to the commencement of the SAC.
- Students must not bring materials to a SAC, other than those stipulated by the teacher.
- Students must not bring any mobile phone or unapproved electronic device into a SAC.

Satisfactory Completion of Unit Outcomes (S)

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

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

Non-Satisfactory Completion (N)

The student receives an 'N' for a Unit when one or more of the following requirements are not met:

- The work completed is not of a sufficient standard to meet the requirements of at least one of the learning outcomes.
- The student fails to meet the deadline for a SAC or for submission of work that is critical to meeting at least one of the learning outcomes.

- The student has an attendance rate of below 90% (or 80% with approved absences) and has not attended the make-up sessions stipulated in their Early Warning Notice. Consequently they have not been observed for enough hours in class for the teacher to verify that they have met all of required learning outcomes.
- The student's work cannot be authenticated.
- There has been a breach of VCAA or College rules (including SAC absence policy).

A student who makes a genuine attempt may be given a new task to demonstrate achievement of an outcome, if the assessment of the task initially resulted in N for an outcome.

Where the class teacher deems it appropriate, previously completed work may be used to determine achievement of an outcome.

Where there are several components to an outcome, a number of which need to be satisfactorily completed, there must a genuine attempt at all the components of the outcome.

*Although schools may permit students to submit further work for **satisfactory completion of a unit**, students **may not submit further tasks for the reconsideration of School-assessed Coursework scores awarded by the school.***

Procedures for Dealing with Late Work

All deadlines for submission of work must be met.

Students not completing work by the due dates with a genuine reason will be required to complete an *Extension of Time Form*.

If the absence is due to illness students must provide a Medical Certificate to the Mini School Leader on their return to school. An equivalent task and time (within seven days of the original date) will be negotiated with the class teacher and Mini School Leader.

Feedback on School Assessed Coursework

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

Appropriate feedback includes:

- advice on particular problem areas.
- advice on where and how improvements can be made for further learning.
- reporting "S" or "N" decisions and/or written comments on students' performance against each outcome.

In providing this feedback, teachers may give students their marks on individual School-assessed Coursework tasks.

Note from VCAA: *Schools are strongly recommended to include in student VCE handbooks advice about the 'conditional' nature of any School-assessed Coursework marks given to students, and also advice that **their total scores for School-assessed Coursework may change as a result of statistical moderation**. When providing the marks, teachers must advise students that their total School-assessed Coursework scores may change following statistical moderation.*

Units 1 and 2

For Units 1 and 2, students will receive an “S” (Satisfactory) or “N” (Not Satisfactory) for each outcome. They will also receive a letter grade to indicate the level of performance for each Common Assessment Task.

Units 3 and 4

For Units 3 and 4 students will receive an “S” (Satisfactory) or “N” (Not Satisfactory) for each outcome. They will also receive a numerical score to indicate the level of performance for each coursework SAC.

It must be stressed that this is solely a Beechworth Secondary College judgement.

Any mark given for School Assessed Coursework in Units 3 and 4, is “conditional” in nature, as total scores may change as a result of statistical moderation by the VCAA. (Teachers may give an approximate mark to provide feedback to students, but this is not final!)

All individual coursework scores are statically moderated by the VCAA.

Redemption

Redemption is the process of converting an Unsatisfactory grade “N” in a particular Learning Outcome to a Satisfactory grade “S”.

Students are entitled to one redemption opportunity per outcome to demonstrate that they can achieve the learning outcome and thus receive an S for the unit.

The redemption opportunity may include a modification of the original task, or a series of smaller tasks that enable the student to demonstrate the required learning.

Under no circumstance does the work completed in the redemption opportunity receive a new grade or numerical score. It is awarded either an “S” or “N”.

If, in the judgment of the teacher, work submitted by a student for the assessment of an Outcome does not meet the required standard for satisfactory completion, the teacher **may** consider work previously submitted, provided it meets the requirements.

Note: *The student receives ‘S’ for a Unit when the College certifies that all Outcomes are achieved satisfactorily.*

Lost, Stolen or Damaged Work

If a teacher or student has lost work, or had work stolen or damaged, they must make a written statement of the circumstances, signed and dated. The school keeps a record of the loss or damage, but do not report it to the VCAA (unless it is a School Assessed Task). The Principal, acting on advice from the teacher and Senior Mini School Leader, and on the basis of records kept, shall determine the unit result for the student.

Students need to record and maintain evidence of work submitted during the semester (signed by the teacher). This will be the basis on which disagreements about "lost" work will be determined.

Note: *This does not apply to work lost or damaged due to computer misuse or malfunction.*

Satisfactory Completion of VCAL Units

A student will receive an “S” (satisfactory achievement) for a Unit in the Work-Related Skills and Personal Development Skills, when they have demonstrated achievement in **all** learning outcomes for the unit. VCAL students will receive a statement of “competent” or “not yet competent” for each of their units of work.

One exception to this rule is:

- VCAL Senior Literacy Skills, Reading and Writing Unit: students need to achieve *7 out of the 8* Learning Outcomes to receive an “S”.

School Assessed Tasks (SATs)

School Assessed Tasks are set by the VCAA, and generally involve an extended project or folio work in subjects such as Art, Study Art, Visual Communication, Design Technology, Food and Technology and Media.

Satisfactory Completion

In order to satisfactorily complete a Unit, students must satisfactorily demonstrate achievement of the Learning Outcomes assessed by the SAT.

Achievement of an Outcome means:

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

Note: *A Medical Certificate for illness/injury on the submission date of a SAT **will not suffice**. It is the responsibility of the student to organise delivery of the work by the set date. In the case of an emergency, students should contact the Senior Mini School Leader for assistance.*

Feedback on School Assessed Tasks

SATs are subject to external review.

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

Extension of Time

Extension time is interpreted as the granting of extra time beyond that normally allocated to the SAT. Unlike Redemption, the work completed in extension time is marked.

Extra time is only granted in cases of significant hardship. In very exceptional circumstances a student may be granted an extension of time to complete their SAT.

Apply for an Extension of Time

- Students complete an “*Extension of Time*” form obtained from the Senior Mini School Leaders.
- Applications must be made in writing at least three days before the SAT due date.
- The application will be processed and the student will be informed of the result.

No more than 3 days extension will be granted.

Work Lost Due to Computer Failure

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

- there is an alternative system available for producing assessable work in case of computer or printer malfunction or unavailability.
- hard copies of the work in progress are produced regularly each time changes are made.
- each time the work is changed the work is saved as a backup file, which should not be stored on the computer.

To ensure safety of information stored on computer disk, it is recommended that a student:

- Does not save work onto the school drive or the school’s computers. It is possible that work could be copied from here and a student would then have to undergo the arduous process of proving to an interview panel that the work is actually theirs.
- Does save their work onto their individual student folder drive but keep the password private.

Note: *In the event of work lost due to computer failure, printer failure, disk failure or loss, the student is to submit a handwritten copy of their SAC/SAT or a combination of printed and handwritten work by the due date and time.*

No extension of time will be given for SACs or SATs or Outcome Tasks due to technological mishaps.

Authentication

Students must submit work that is clearly their own. Apart from reference to source material, no part of a student's work may be copied from any other person's work.

In order to attest that work is genuinely that of the student, teachers and students will observe the following procedures:

- Teachers will monitor the development of tasks in class, by sighting plans and drafts of students' work and keeping records of their progress.
- Students are expected to retain appropriate documentation of the development of tasks and may be requested to present such documentation to prove the authenticity of their work.
- A teacher may ask a student to demonstrate his or her understanding of a task to ensure authenticity.
- Students may be required to submit a declaration stating that their work is their own.
- Work will only be assessed when the teacher can attest that, to the best of his or her knowledge, the work is the student's own.
- Students must not submit the same piece of work for assessment in more than one subject.

If an issue of authentication arises, teachers are to notify the Senior School Leader and a panel may be formed to investigate the task in question. If necessary, a formal interview will be conducted. A parent of the student may attend in a support role, but not as an advocate.

A letter is sent home, providing details of the interview to be conducted. At least twenty-four hours notice is given. Following the interview, a decision will be made in consultation with the Principal.

The student will be informed of the decision on the next school day. Written notification will follow within 3 days including details of the student's right of appeal.

Records will be kept of each stage of the process. Each decision will be made on the basis of evidence collected.

The College has the power to impose any of the following penalties for plagiarism, or for a substantive breach of the rules (which applies to the student who has breached as well as any student who has knowingly assisted the student to breach):

- a written reprimand.
- request that work be resubmitted for an "S" only and no points towards StudyScore.
- refusal to accept a part of the work submitted and give a score on the remainder.
- refusal to accept the whole piece and give an NA (not assessed).

The above consequences may be used singularly or in combination.

Acceptable Levels of Assistance include:

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

Student Appeals

Units 1 and 2

Students may appeal the final decision within the College. Appeals should be made to the Senior School Leader.

Units 3 and 4

Students have the right of appeal to the VCAA if a penalty has been imposed because of a breach of rules. Appeals must be made no later than 14 days after the school decision.

Full details of the appeals process can be found in the VCE/VCAL Administrative Handbook.

<https://www.vcaa.vic.edu.au/administration/vce-vcac-handbook/Pages/index.aspx>

This panel consisting of the Senior Mini School Leader and Principal or their representative may be called to make specific decisions on the administration of VCE, e.g. determining if a breach of rules has been committed by a student and what sanctions to apply.

Examinations

Mid-Year and End-of-Year Exams

Unit 1-2 studies

Year 11 students will have exams in each of their studies at the end of each semester.

These exams form part of the assessment tasks for each Unit and will be reported upon in their Semester Report to parents.

These exams are generally 1 ½ hours in length.

Exams for these studies are extremely important in preparing students for Units 3 and 4. These exams provide students with the opportunity to:

- be assessed in a similar manner to a Unit 3 and 4 subject and therefore gauge an awareness of their current standard.
- develop both study skills and suitable examination techniques.

They also provide the teacher with another assessment opportunity to determine the overall Satisfactory or Non-satisfactory result for the Unit, especially if previous work has been very poor or has not met the outcomes contained in the study design.

At no stage are exams to be the sole factor determining the Satisfactory or Non-Satisfactory result for a unit.

To assist in developing the skills required to perform adequately in exams for units at a 3-4 level, teachers model the exam on the equivalent Unit 3-4 exam available on the VCAA website.

Units 3 and 4

Unit 3-4 studies have one exam period at the end of the year and the General Achievement Test (GAT) – usually held in June.

To practice for these exams, students sit the Unit 3-4 English trial exam during the last week of Term 3, and trial exams for their other Unit 3-4 subjects during the first week of Term 4. Students will also undertake a practice GAT in late May.

Students receive an exam timetable for the November exam period.

Students studying performance studies (Drama, Music and LOTE) receive a timetable related to their performance and oral exams, which take place in October.

Note: VCAA External Examinations are NEVER rescheduled for students if the student is ill or misses the exam. If a student is ill on the day of the exam they may apply for a Derived Exam Score through the Senior Mini School Leader and the VCAA.

<https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/Pages/index.aspx>

General Achievement Test (GAT)

Students sit a single session of the GAT on the scheduled statewide date in June.

A statement of GAT results will be mailed to the students by the VCAA with the end of year exam results.

All students undertaking one or more sequences of Units 3 and 4 must sit the GAT.

The test covers Humanities, Arts, Social Science, Science, Maths and Technology. It does not require any specific content knowledge.

The test is of a very general nature and students are not required to study for the GAT. It is part of the VCE assessment procedures, and it is used to confirm that School-assessed Tasks, Coursework and examinations have been assessed accurately.

VCAA Guidelines

Eligibility

All students, including VCAL students, enrolled in one or more VCE Units 3/4 sequence or VCE/VET scored Units 3/4 sequence are required to sit the GAT.

Purpose of the GAT

The GAT is an essential part of the VCE assessment procedure. Although GAT results do not count directly towards VCE results, they do play an important role in checking that School-based Assessments and examinations have been accurately assessed.

The VCAA will use GAT scores in:

- the statistical moderation of School-based Assessments.
- checking the accuracy of student scores in examinations.
- the calculation of a Derived Examination Score.

School-based Assessment and the GAT

The VCAA will apply statistical moderation procedures to School-based Assessment scores to ensure that they are comparable across the state and fair to all students. The statistical moderation process compares the level and spread of each school's assessments of its students in each study with the level and spread of the same students' scores in the external examinations and adjusts the school scores if necessary.

In some studies, statistical moderation will also use GAT scores. This will only be done if it provides a better match with schools' School-based Assessments throughout the state. The examination scores will always have the major influence in the statistical moderation calculations.

Special Provision

Special Provision is designed to allow students who are experiencing significant hardship the opportunity to demonstrate what they know and what they can do within the framework of the VCE. Any student who feels they may be eligible for Special Provision should read the VCAA rules on Special Provision:

<http://www.vcaa.vic.edu.au/Pages/vce/exams/specialprovision/specialprovision.aspx>

A student may be eligible for Special Provision if, at any time while studying for the VCE/VCAL/VET, he/she:

- is significantly adversely affected by illness (physical or psychological), by any factors relating to personal environment or by other serious cause.
- is disadvantaged by a disability or impairment (including learning disorders).

Contact the Senior Mini School Leader for health-related issues and the Wellbeing and Engagement Leading Teacher for individual learning needs applications.

Application for Special Provision should be made *on the appropriate form* (available from the Senior School Leading Teacher) *at the start of the year, or as soon as the disadvantage arises*. Appropriate and current supporting evidence (e.g. medical report) must be provided along with a statement by the student outlining the reasons for the application. Other forms of evidence that can be helpful for some applications include psychological assessments and examples of how school-work has been modified or re-scheduled during secondary schooling.

Missed exam / illness during exam: *contact the Senior Mini School Leader immediately* to obtain an application for a Derived Exam Score. Any Medical Certificates should be obtained on the day or day before if possible. (See VCAA Rules Section) Applications for Special Provision can be approved by the *Senior Mini School Leader*, but if eligibility is not clear it will be referred to the VCE Panel.

Details of Special Provision given in each area to approved applicants will be determined by:

- Senior Mini School Leader in consultation with Student, Parents, Wellbeing and Engagement Leader, Consulting Professionals, Curriculum Leader and the Class Teacher.
- School Based Assessment: Guidelines will be provided to the class teacher. In each case there are specific VCAA eligibility requirements that apply.

Students who are eligible for Special Provision are not exempt from meeting the requirements of the VCE or from being assessed against the Outcomes for a study. Special Provision ensures that the most appropriate arrangements and options are available for students whose learning and assessment programs are affected.

There are four forms of Special Provision for the VCE:

- Student programs
- School-based assessment
- Special Examination Arrangements
- Derived Examination Scores

In each case there are specific eligibility requirements that apply.

- For student programs and school-based assessment, the school is responsible for determining eligibility and the nature of the provisions granted.
- For Special Examination Arrangements and Derived Examination Score applications, the VCAA is responsible for determining eligibility and for granting approval.

Student Programs

The purpose of Special Provision in student programs is to help students in defined circumstances to complete the VCE in a reasonable time frame. A student is eligible for this provision if he or she is significantly adversely affected by illness or other serious cause or if he or she is disadvantaged by a disability or impairment.

Prolonged absence from school or study is not itself grounds for special provision.

The usual provisions granted in this category may include a reduction of units of study.

School-based Assessment

Students are eligible for Special Provision for school-based assessment if they are adversely affected by illness, impairment or traumatic personal and family circumstances. The usual provision granted in this category may include allowing the student to undertake the task at a later date, allowing the student extra time to complete the task, substituting or replacing one task with another task or using technology to complete the task.

All these possible provisions will be dependent on the resources of the College.

Special Exam Arrangements

Students may apply to the VCAA for Special Examination Arrangement undertaking Units 3-4 studies.

Students are eligible for Special Examination Arrangements if it can be demonstrated that achievement on the examination is adversely affected by accident or sudden onset of illness, personal, family circumstances or long-term impairments.

Special examination arrangements may take the form of extra reading time, extra writing time, rest breaks or the use of technological aids.

Derived Examination Score

The Derived Examination Score (DES) is calculated by the VCAA and may be used as the student's examination result where the student has met the eligibility requirements for the provision.

The DES is intended for the student who is ill or affected by other personal circumstances at the time of an examination and whose examination result is unlikely to be a fair or accurate indication of their learning or achievement in the study.

Students are eligible for the DES if immediately before or during an examination period they can demonstrate that they have been affected by the onset of an illness or experienced an accident or personal trauma that has affected their performance in the examination or has prevented them from attending the examination.

Students who are eligible for Special Provision are not exempt from meeting the requirements for Satisfactory Completion of the VCE, or from being assessed against the outcomes for a study.

Students do not have grounds for Special Provision if they:

- are absent from school or study for prolonged periods without evidence of significant hardship
- are comparatively unfamiliar with the English language as their only disadvantage
- are affected by teacher absence and other teacher related difficulties
- are affected by faulty technology in the preparation of work
- misread an examination timetable or an examination paper

Apply for Special Provision

The Senior Mini School Leader is the first point of contact regarding *Special Provision*. They will make a decision on the nature of special provision; however, the actual decision is decided externally. The following categories exist:

- an acute or chronic illness (physical or psychological).
- any factors relating to personal environment.
- an impairment or disability, including learning disabilities.

<https://www.vcaa.vic.edu.au/administration/vce-vcal-handbook/sections/Pages/15SpecialProvision.aspx>

Special Entry Access Schemes (SEAS)

SEAS Applications are handled by the Victorian Tertiary Admission Centre (VTAC) for tertiary entrance purposes.

Students are eligible to apply for this if they experience continuing personal circumstances affecting their performance in their Year 12 program.

Eligible students are advised to discuss their situation with the Careers Advisor.

The due date for SEAS applications in 2021 will be advised by the Senior Mini School Leader when it becomes available.

Tertiary Entrance Requirements

It is most important at this stage that students, parents and guardians become familiar with the procedures for entrance to the various tertiary institutions and faculties. The Victorian Tertiary Admissions Centre (VTAC) is the administrative unit for the selection of students for Victorian Universities and Tertiary Colleges. Normally, the minimum entrance requirement for all tertiary institutions is the satisfactory completion of the VCE as previously described.

Car Drivers & Passengers

Many Year 12 students gain their Driver's License during the school year and drive to school. The College and the Department of Education acknowledges this and makes the following requirements. Student drivers must:

- Complete a "Student Driver Details Form" available from the Front Office.
- Agree not to carry any non-approved passengers to or from school or on any school activity.
- Only park in Balaclava Road College car park.
- Only drive to school at the start of their school day and from school at the end of their school day.

Breaches of the above conditions will result in the application of sanctions under the Student Code of Conduct.

VCE/VCAL Glossary of Terms

Accreditation period	The period during which a course or certificate is accredited.
Assessment plan	A set of tasks relating to the assessment of units of competency/modules undertaken in the Units 3 and 4 sequence of a scored VCE VET program.
Assessment task	A task set by the teacher to assess students' achievements of unit outcomes for School-based Assessment (see also Outcomes).
Auspicing	An arrangement a school can make with an RTO for the delivery of VCE VET, or VET or FE as outlined in a memorandum of understanding or contract between the school and the RTO.
Australian Qualifications Framework (AQF)	The national policy for regulated qualifications in Australian education and training.
Australian Quality Training Framework (AQTF)	The national set of standards that ensure nationally consistent, high quality training and assessment services for the Australian VET system.
Australian Tertiary Admission Rank (ATAR)	The overall ranking, on a scale of zero to 99.95, that students receive, based on their study scores. The ATAR is calculated by VTAC and used by universities and TAFE institutes to select students for courses.
Authentication	The process of ensuring that work submitted by students for assessment is their own.
Award level	There are three VCAL award levels: Foundation, Intermediate and Senior.
Block Credit Recognition	Training in a nationally recognised VET/FE qualification outside the suite of approved VCE VET and School-based Apprenticeship and Traineeship programs that provides credit in the VCE.
Credit	In the VCAL, students are awarded one credit for completion of accredited curriculum in accordance with the course requirements for VCAL.
Derived Examination Score (DES)	Provision available for students who are ill or affected by other personal circumstances at the time of an examination and whose result is unlikely to be a fair or accurate indication of their learning or achievement.
Employability skills	A set of eight skill areas that employers have identified as desirable in all employees in all workplaces across Australia.
Examinations	External assessments set and marked by the VCAA. All VCE Units 3 and 4 studies have at least one examination. Written VCE examinations are held in October and November each year. Performance examinations and oral components of VCE Languages examinations are held in October. The GAT is held in June.

Externally-assessed Task	Currently specific to the Music Style and Composition Units 3 and 4 sequence, the Externally-assessed Task requires students to submit a folio of work which is assessed by a VCAA appointed panel.
Further Education (FE)	Qualifications that provide training in adult literacy and basic education, access and preparatory education and English as an Additional Language. FE certificates are accredited under the AQTF.
General Achievement Test (GAT)	A test of knowledge and skills in writing, mathematics, science and technology, humanities and social sciences and the arts. The GAT is held in June.
Graded Assessment	All VCE studies have three graded assessments for each Units 3 and 4 sequence, except for scored VCE VET programs, which have two. Each study includes at least one examination, most have School-assessed Coursework, and some have School-assessed Tasks. Music Style and Composition has an Externally-assessed Task.
Higher Education Studies	In the VCE, first-year university studies approved by the VCAA for contribution towards satisfactory completion of the VCE for students who are academically very able.
Home school	Refers to the major school/provider of the student. Only the home school may enter and change a student's personal details through VASS. A student can have only one home school at a time. The home school is usually, but not always, the assessing school (see also Assessing school).
Local Learning and Employment Networks (LLENs)	Networks established across Victoria to support young people's connections with local education and training organisations, employers and community groups.
Outcomes	What a student must know and be able to do in order to satisfactorily complete a unit as specified in the VCE study design or VCAL unit.
Post-Results and ATAR Service (PRAS)	A telephone enquiry service provided by the VCAA after the release of the VCE results.
Provider	Refers to an organisation or institution that is approved or registered by the VRQA to deliver VCE and/or VCAL certificates, or VET/FE.
Quality Assurance (QA)	The process of assuring the quality of delivery and consistency in the implementation of the accredited VCE or VCAL outcomes and relevant levels. For example, the assessment of VCAL units is subject to a QA process.
Recognition of prior learning (RPL)	Recognition of prior learning (RPL) means recognition of current competencies a student may hold. An assessment may be conducted to determine the student's eligibility to be awarded a VCAL unit in the Work Related Skills (WRS) or Personal Development Skills (PDS) strands. The student needs to demonstrate that they have met the learning outcomes in the unit.

Registered training organisation (RTO)	An organisation that is approved and registered by the VRQA to deliver VET and FE within a defined Scope of Registration.
Satisfactory completion of VCAL	The school decision that a student has demonstrated achievement of the outcomes for a VCAL unit. Students receive an 'S' for the satisfactory completion of a unit. If they do not satisfactorily complete a unit, they receive an 'N' for 'not yet complete'. Students qualify for the VCAL when they achieve sufficient credits to satisfy the course requirements. Units not yet completed are not printed on the Statement of Results.
Satisfactory completion of VCE	The school decision that a student has demonstrated achievement of the outcomes for a VCE unit. Students receive an 'S' for the satisfactory completion of a unit. If they do not satisfactorily complete a unit, they receive an 'N'. Students qualify for the VCE when they satisfactorily complete units that meet the program requirements.
School	Refers to both home and assessing schools, providers and any other institutions that provide education and/or training at a senior secondary level.
School-assessed Coursework	A School-based Assessment that is reported as a grade for either a VCE Units 3 and 4 sequence or Unit 3 and Unit 4 individually. School-assessed Coursework consists of a set of assessment tasks that assess the student's level of achievement of VCE Units 3 and 4 outcomes.
School-assessed Task	A School-based Assessment for a VCE Units 3 and 4 sequence set by the VCAA and assessed by teachers in accordance with published criteria.
School-based Apprenticeships and Traineeships	Structured training arrangements, usually involving on- and off-the-job training, for a student employed under an apprenticeship/traineeship training contract while undertaking the VCE or VCAL. These may include part-time apprenticeships or traineeships.
School-based Assessment	Encompasses the non-examination graded assessments managed by schools. The three current forms of School-based Assessment are School-assessed Coursework, School-assessed Tasks and the Externally-assessed Task (Music Style and Composition only)
Semester	One half of the academic year. VCE and VCAL units are designed to be completed in one semester.
Senior secondary qualification	The VCE and the VCAL are senior secondary qualifications that are designed to be completed in Years 11 and 12.
Sequence	VCE Units 3 and 4 are designed to be taken as a sequence.
Special Examination Arrangements	Arrangements that are approved to meet the needs of students who have disabilities, illnesses or other circumstances that would affect their ability to access the examinations.

Special Provision	Arrangements that are made to allow students who are experiencing significant hardship to achieve the learning outcomes and demonstrate their learning and achievement.
Statement of Attainment	A record of recognised learning that may contribute towards a qualification outcome, either as attainment of competencies within a training package, partial completion of a course leading to a qualification, or completion of a nationally accredited short course that may contribute towards a qualification through recognition processes.
Statement of Marks	For each examination, including the GAT, students can apply for a statement showing the marks they obtained for each question/criteria and the maximum mark available. A fee is charged for each statement.
Statement of Study Score	A statement showing the scores for each of the graded assessments and describing the calculation of the study score. A fee is charged for each statement.
Statement of Results	The document/s issued by the VCAA showing the results a student achieved in the VCE and/or VCAL, and whether they have graduated. See also VCE/VCAL Certificate.
Statistical moderation	The process used to ensure that schools' assessments are comparable throughout the state. It involves realigning the scale of each school's School-based Assessment scores for each study to match the level and spread of the external reference scores for the students in that school enrolled in that study.
Strand	The VCAL contains four curriculum strands: Literacy and Numeracy Skills, Industry Specific Skills, Work Related Skills and Personal Development Skills.
Structured workplace learning	On-the-job training during which a student is expected to practise a set of skills or competencies, related to an accredited course or nationally recognised VET program.
Student Number	The unique number assigned to each student enrolled in the VCE, VCAL and VCE VET.
Studies	The subjects available in the VCE.
Study design	Published by the VCAA, each study design specifies the content for that study and how students' work is to be assessed. Schools and other VCE providers must adhere to the requirements in the study designs.
Study score	A score from zero to 50 that shows how a student performed in a VCE study, relative to all other Victorian students enrolled in that same study in a result year. It is based on the student's results in School-based Assessments and examinations.
Unit of competency	The specification of knowledge and skills and the application of that knowledge and those skills to the standard of performance expected in the workplace. The RTO assesses competency.

Units (VCAL)	VCAL units contain accredited learning outcomes that enable content to be developed and/or planned at the local level.
Units (VCE)	The components of a VCE study that are a semester in duration. There are usually four units in a VCE study: Units 1, 2, 3 and 4.
VCE/VCAL Certificate	The certificate awarded to students who meet the requirements for graduation of the VCAL and/or VCE. See also Statement of Results.
VCE VET	Nationally recognised VET certificates developed into full programs of study within the VCE and contributing to satisfactory completion of the VCE under the same recognition arrangements as for VCE studies.
Victorian Assessment Software System (VASS)	The Internet-based system used by schools to register students and enter VCE and VCAL enrolments and results directly into the VCAA central database.
Victorian Certificate of Applied Learning (VCAL)	An accredited senior secondary school qualification undertaken by students in Years 11 and 12.
Victorian Certificate of Education (VCE)	An accredited senior secondary school qualification.
Vocational Education and Training (VET)	Nationally recognised vocational certificates, which may be integrated within a VCE or VCAL program.
Victorian Student Number (VSN)	The unique number assigned to an individual who is aged between four and 24 years and who is enrolled in an educational program.
Victorian Tertiary Admissions Centre (VTAC)	Acts on behalf of universities, TAFEs and other providers facilitating and coordinating the joint selection system. VTAC calculates and distributes the ATAR.