

VIEWBANK COLLEGE



VCE UNITS 1- 4 STUDENT  
POLICY HANDBOOK

2020

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## *Viewbank College – ‘Caring for Excellence’*

Department of Education and Training

CRICOS Provider Code 00861 K

*It is essential that teachers, students and parents are familiar with the contents of this handbook.*

### College ‘Child Safe’ Statement:

Viewbank College is a ‘Child Safe’ environment in accordance with the Victorian Government Guidelines. Viewbank College actively promotes the safety and wellbeing of all students, and all school staff are committed to protecting students from abuse or harm in the school environment, in accordance with their legal obligations including child safe standards. Viewbank College has a Child Safety Code of Conduct consistent with the Department of Education and Training’s exemplar.

### College Pledge:

At Viewbank College, we are committed to building ‘Respectful Relationships Every Day’. We pledge to continue to build a respectful environment that is inclusive, positive, safe and caring, promotes empowerment and strives for equity. We will honour the diversity of everyone in our community and embrace every background, experience, gender, sexuality, ability, age, culture and religion.

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VCE is a great challenge for students to really test their capacity as learners and establish their best opportunity for achieving quality pathways. Viewbank College recognizes that for this final year, all senior students must prioritise their time and effort into achieving their personal VCE success so that they can leave the College proud of their efforts. Viewbank College is a great VCE centre with excellent teachers but ultimately, it is **the student's effort** that will determine their achievement.

This Policy Handbook is designed to provide students and their parents with comprehensive information of the processes applied by Viewbank College to ensure consistency and fairness in the administration of the VCE. These guidelines are based on the 'VCE and VCAL Administrative Handbook 2020', published by the Victorian Curriculum and Assessment Authority (VCAA) and available online at [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au).

### **Viewbank College has an excellent record of success at the VCE level.**

We have a dedicated teaching staff committed to assisting every student to achieve success. However, we expect students undertaking VCE studies to display the following qualities:

- a **desire** to achieve the strongest outcomes
- a **commitment** to each of their chosen studies
- **determination** and **perseverance** when things become difficult
- **discipline** both at home and at school
- **dedication** to making every effort their studies and academic achievement
- **attendance** as per the VCAA requirements.

Students must understand that these are the qualities that ensure success. Students need to establish sound work habits and set priorities for both their College commitments and those beyond the College. Achieving the best possible ATAR needs to be the aim of every student.

### **Distractions :**

- **Family Holidays**

Family holidays cannot be accommodated during term time. The attendance requirements as per VCAA are very strict; students and parents need to be very clear and adhere to the rules.

- **Part-time work**

Part-time work, particularly, needs to be assessed as it is a distraction. Excessive part-time work can be destructive. Time at work is time that students cannot put into their studies. It can be fatiguing and thus eroding of a student's energy levels and focus. Students and parents need to consider what is a reasonable balance and weigh up short term monetary gain against success in achieving the pathway they desire for their future careers.

VCE requires commitment and students can expect to be tested academically, and along the journey, may feel tested in their resolve. However, they need to know that the College will support them to achieve their best. Students are encouraged to seek assistance from the many people, including subject teachers, Mentors, Student Welfare Counsellors, the VCE, Vocational Pathways, and VET Coordinators and the Principal class who are all here to help students make the most of their time and potential as senior students.

We wish every student undertaking the journey of VCE for it to be an enjoyable learning challenge that results in the satisfaction of achieving their best possible outcomes. It is our wish that when they leave us, they leave as successful learners with fond memories of these years and of their time spent at Viewbank College.

Please feel free to contact the College should you need further clarification with the contents of this handbook.

### **Ms Sharon Grimes**

Principal  
*Caring for Excellence*

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## THE LANGUAGE OF THE VCE

Australian Tertiary Admissions Rank	ATAR	The overall ranking on a scale of 0.00 to 99.95 which represents a student's rank in comparison with other students completing VCE in that same year. The ATAR is calculated by the VTAC and used by universities and TAFE institutes to select students for courses.
Authentication		The process of ensuring that the work submitted by students for assessment is their own.
Breach of rules		Students are expected to abide by both College VCE policies and VCAA rules. If the policies and rules are not adhered to, a variety of penalties are applied, depending on the situation.
Derived Exam Score	DES	Provision available to students who missed an external Units 3 & 4 examination or whose external Units 3 & 4 examination performance is significantly affected by adverse circumstances.
External Examinations		External assessments are set by the VCAA. All VCE Units 3 & 4 studies have at least one examination. Most written examinations are held in October and November. Oral and performance examinations are held in October.
General Achievement Test	GAT	All students enrolled in one or more Units 3 & 4 sequence must sit the GAT. This is a general knowledge test used by the VCAA to check the accuracy of school-based and external assessments. The GAT score itself does not contribute towards a student's VCE results, but it is an important part of the moderation process. The GAT is also considered when calculating Derived Exam Scores.
Outcomes		Descriptions of the work (skills and knowledge) that students must complete or achieve in order to satisfactorily complete a unit as specified in the VCE Study Design.
Prerequisites		Subjects which must be completed for admission into tertiary courses.
Redemption		Students will have the opportunity to complete further assessment in an area where their performance was previously unsatisfactory.
Satisfactory Completion		The decision made by the College that a student has demonstrated achievement of outcomes for a unit. If this is the case, the student will receive an 'S'. If a unit is not satisfactorily completed, an 'N' will appear. A 'J' result is used when the student is no longer attending classes and has not submitted work for assessment. Where a student receives 'N' or 'J' for one or both Units 3 & 4 sequence, the student will not receive a study score for the study. VTAC policy is that the study will not contribute to the student's ATAR.
Scaling		The statistical process used to determine the degree of competition in each study by comparing the performance of the entire group of students in a study with their performance in all other studies in which they have achieved a study score.

School-assessed Coursework	SAC	The tasks or activities that teachers use to assess whether a student has met the outcomes they need in order to satisfactorily complete the unit of study. All SACs are assessed by the subject teachers within VCAA guidelines. These scores contribute to the subject (or study) score and eventually contribute to the student's ATAR score.
School-assessed Tasks	SAT	More practical studies such as Media, Art, Systems Engineering, for example, include assessments that are often completed through the duration of the unit. These tasks are set by the VCAA and assessed by teachers in accordance with published criteria. Task grades are subject to review by a panel appointed by the VCAA. Failure to meet the school's deadlines will adversely affect a student's final mark and it may mean failing the unit.
Semester		One half of the academic year. Most units last for one semester.
Sequence		The order in which students complete units. For example, a student must study Units 3 & 4 as a sequence.
Special Access Entry Scheme	SEAS	SEAS is the umbrella program run by most institutions for applicants who have experienced educational disadvantage. The program allows selection officers to grant extra consideration for course entry to applicants, but it is not used as a replacement for course entry requirements. Consideration of SEAS may relax some aspects of the specific requirements but not exempt them.
Special Examination Requirements		Arrangements that are approved to meet the needs of students who have severe disabilities, illnesses or other circumstances that would affect their ability to access the examinations.
Special Provision		Special arrangements that are made to allow students who are experiencing significant hardship the maximum opportunity to demonstrate the required knowledge and skills for a unit of study.
Statement of Results		The document issued by the VCAA showing whether a student has successfully completed the VCE. It shows the graded assessment and study scores for each sequence of Units 3 & 4, and a record of achievement (S or N) for all VCE subjects undertaken.
Statistical Moderation		The process used to ensure that schools' assessments are comparable throughout the State in Units 3 & 4 studies. It involves adjusting each school's coursework scores for each study to match the level and spread of the combined examination and GAT scores for the students in that school doing that study.
Studies		The subjects available in the VCE.

Study Design		The prescribed document published by the VCAA that contains the curriculum information for the subject (Units 1 – 4). Available online at <a href="http://www.vcaa.vic.edu.au/Pages/vce/studies/index.aspx">www.vcaa.vic.edu.au/Pages/vce/studies/index.aspx</a> Schools, and other VCE providers, must adhere to the requirements in the Study Designs.
Study Score		The rank from zero to 50 that provides an indication of how well the student performed in a Units 3 & 4 study, relative to all students enrolled in the same subject. It is based on a student's results in school-based assessments and external examinations.
Unit (s)		The part(s) of a study. There are usually four units in a study, Units 1, 2, 3 and 4.
VCE Administrative Software System	VASS	The system used by schools to register students and enter VCE enrolments and results directly onto the VCAA central database.
Victorian Certificate of Applied Learning	VCAL	The VCAL is a 'hands-on' option for students in Years 11 & 12. It is a recognised senior secondary qualification for students who are interested in going to TAFE, doing an apprenticeship or seeking employment after completing Year 12.
Victorian Certificate of Education	VCE	The qualification achieved by students in Victorian schools who satisfactorily complete at least 16 units of study including at least three of English, and three sequences of Units 3 & 4 other than English. The VCE provides diverse pathways of further study or training at university or TAFE and to employment.
Victorian Curriculum and Assessment Authority	VCAA	The statutory body responsible for providing curriculum and assessment for Victorian students, including the Victorian Certificate of Education.
Vocational Education and Training	VET	VET certificate courses that are nationally recognised and integrated into the VCE.
Victorian Tertiary Admissions Centre	VTAC	The organisation responsible for managing the offering of tertiary courses to students based on their ATAR.

The VCE is a well-recognised qualification achieved by senior secondary school students. Successful completion provides students with an opportunity to seek access to tertiary institutions as well as providing information to employers about a student's ability to cope with a wide range of complex tasks, meet deadlines and apply knowledge and skills to various problems.

While the VCAA has overall responsibility for the regulations relating to the VCE, Viewbank College is responsible for developing policies and procedures by which students and teachers are guided. Further to this, it is important to realise that the VCAA's policies and regulations are fixed and the College is obliged to set its rules within the framework of the VCAA structure. The VCAA will always support the school in upholding school-based rules.

## ATTAINING THE VCE

## Minimum Requirements

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There are many ways to put together a VCE program. At Viewbank College, students generally complete the program over two years but, for a variety of reasons, some students choose to complete it over three years (see page 21) for further details). The minimum requirement is satisfactory completion 16 units which must include:

- three units from the English group, including both Units 3 & 4 level.
- at least three other sequences of Units 3 & 4 studies which can include further sequences from the English group.

The Victorian Tertiary Admissions Centre (VTAC) advises that satisfactory completion of a scored Units 3 & 4 sequence from the English group is required for the calculation of a student's ATAR.

At Viewbank College, students will usually study 12 units (6 subjects) at Year 11 and 10 units (5 subjects) at Year 12.

## Victorian Baccalaureate

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The Victorian Baccalaureate is designed to provide recognition of and a further incentive for students to make the choice to undertake the demands of studying both a higher level of Mathematics and a language.

To be eligible, students will be required to meet the requirements of *Satisfactory Completion of Units 1 - 4* (see page 20) and:

- satisfactorily complete a Units 3 & 4 sequence from English or Literature or English Language with a minimum study score of 30 or English as an Additional Language (EAL) with a minimum study score of 33
- satisfactorily complete a Units 3 & 4 sequence in either Mathematical Methods or Specialist Maths
- satisfactorily complete a Units 3 & 4 sequence in a VCE Language other than English
- Satisfactorily complete at least two other Units 3 & 4 sequences.

Students who wish to study units that do not fit into their timetable, or are not offered by Viewbank College, may do so, providing arrangements satisfactory to the College can be made. These units are usually undertaken outside the College via Distance Education or by a private provider (for example, the Victorian School of Languages or Virtual School Victoria). These units cannot be taken as part of the normal student program unless prior agreement has been made between the student and Viewbank College.

If a student is undertaking extra study outside the College, he/she must inform the VCE and VET Coordinators so that full details of the student's program can be entered on official VCAA computer records to allow for appropriate credit.

Please note: Distance education approval will not be given to students who were unsuccessful in their application for Accelerated Studies in the same subject.

## STUDY HABITS

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To achieve VCE success, students need to set themselves clear goals for the year ahead, keep on task and maintain a balance between school, family and other activities. The following may assist students in meeting the demands of what can be a challenging year:

**Study at home** includes reading and summarising, preparation of new work, revision and practice exercises, learning of important facts, preparation of projects and assignments, background research, revising for tests and exams.

The amount of time spent per night on study should be a minimum of:

Year 10 .....1.5 hours

Year 11..... 2.0 hours

Year 12 .....3.0 hours

Parents can assist by:

- Providing a quiet space or room, chair, table and good light
- Planning a timetable
- Take an interest in homework
- Check COMPASS regularly for their child's attendance, set tasks, diary, timetables and News Feed items.

It is strongly recommended that all distractions such as televisions, internet connections, phones, etc. are removed from students' rooms to allow them to concentrate fully on their homework and get sufficient rest.

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## Study Guidelines

Students need to ensure that they:

- attend all scheduled classes and arrive on time
- write notes in a logical order; re-read and update them regularly
- follow-up on any work they don't understand – consult their classroom teacher as often as required
- keep on task and up-to-date with coursework
- submit work that is their own and completed to the best of their ability
- strive to achieve their best!

It is also recommended that students:

- regularly access the Viewbank College *Careers* website
- speak frequently to either the Vocational Pathways or VET/Work Experience Coordinator
- research career pathways e.g. University, TAFE, apprenticeships
- investigate courses – VTAC guide, Viewbank Careers Webpage
- visit tertiary Open Days and information sessions
- keep an up-to-date careers portfolio - include résumé, information sheets, application forms etc.
- make appointment to see the Careers Guidance Counsellors when required at <https://www.viewbankcollegecareers.com/?page=appointment-booking>

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## Setting Personal Priorities

### GOALS

- Set personal and academic goals
- Write them down
- Put a time limit on them
- Write down an action plan to achieve them
- Revise them often

### TIME MANAGEMENT

- Plan and use time efficiently
- Determine priorities
- Do what must be done

### ORGANISATION

- Plan a home study program
- Organise a home study space free from distractions
- Use a yearly planner to map your work program
- Use your student planner/COMPASS to keep details of what needs to be done

### PHYSICAL FITNESS

- Exercise as this acts as a barrier against physical and mental stress
- Regular exercise means you have more energy

### DIET

- A well balanced diet is important
- Healthy and regular breakfasts are essential
- Avoid sugary and fatty foods

### RELAXATION

- Ensure you get adequate sleep
- Learn some relaxation strategies
- Develop some hobbies and interests that you enjoy

### PROBLEM SOLVING

- Deal with problems as they arise
- Keep problems in perspective
- Make decisions and don't procrastinate
- Resolve any interpersonal conflicts
- Develop a support system to help you - parent, friend and teacher

Your enrolment in the VCE program at Viewbank College carries with it clear responsibilities. Viewbank College expects that all students will follow College policies and abide by the following:

*Students...*

- must follow the rules set down for working in the Silent Study Rooms and the Library
- must abide by the Mobile Devices policy
- must not leave the school grounds during study periods
- must use study periods constructively to reduce workload
- must not act in a way that impedes/distracts the work of others, either in class or during study periods
- must follow school guidelines for end-of-year activities.

***A review of enrolment will be made if any of the above requirements are consistently not met.***

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## Subject Enrolments

For a student to gain credit for the units which have been satisfactorily completed, an official enrolment into those units will be recorded for the student via the Victorian Assessment Software System (VASS). To ensure accurate records are kept, it is the responsibility of all students to carefully check and verify their personal and academic details when the VASS Student Full Detail forms are issued.

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## Changes to Enrolment

The VCAA sets dates after which students cannot enrol or withdraw from units. A late fee is imposed for enrolments/withdrawals by the VCAA after the scheduled dates.

Viewbank College also sets dates after which students cannot enrol or withdraw from units. Changes outside these dates will only be considered in exceptional circumstances. Students are required to complete a *Request to Change/Withdraw from a VCE Subject* form available from their Level Leader.

*Note: it is very important students strictly adhere to these dates as a student who ceases attending a class, but has not officially withdrawn (by signing a withdrawal form and receiving confirmation), will have an N result registered on their final Statement of Results and those communicated to the VCAA.*

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## Requesting a Change to Enrolment of a VCE Unit

Prior to the selection of subjects, Viewbank College ensures that each student receives extensive individual and group counselling to assist students in making accurate choices. It is expected that students regard this process of counselling and selection as their finalised courses for the following year. However, following the commencement of a unit of study or the completion of the Subject Selection process, students may wish to change their enrolment. All changes are subject to the constraints of class size and timetabling. It cannot be assumed that there are unlimited places in each subject. Many subjects will be at the maximum class size level and it will therefore not be possible to accept new students.

Students wishing to change or discontinue a unit of study must:

- discuss the change with their subject teacher and Level Leader
- complete the *Request to Change a VCE Subject* form (Appendix 1)
- make an appointment with the VCE Coordinator and the Vocational Pathways Coordinator to begin the subject change process.

Students are not permitted to commence study in the changed unit/s until approval has been granted from the Level Leader and a new timetable has been received.

To ensure that students are able to succeed in their chosen subjects, amendments must be completed by:

Units 1 & 3: Friday February 14	Unit 2: Friday June 19, 2020
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*Note: subject changes are not permitted between Units 3 & 4. The VCAA requires both Units 3 & 4 to be completed for a Study Score to be awarded.*

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## Repeating a Unit

There are no restrictions on students repeating units, but credit can be obtained only once for each unit.

If a student obtains an N ('Not Satisfactory' completion) for a unit, repeats the unit and obtains an S ('Satisfactory' completion), the result of the second attempt will stand. A student who repeats a unit must repeat the whole unit, including all work for the outcomes specified for the unit, in the current Study Design for the year of repetition.

Although there is no penalty applied to the scaled score of any repeat attempt of a Units 3 & 4 sequence, some tertiary courses may re-rank students who have repeated a unit. For details on repeating units and tertiary selection, please consult with the Vocational Pathways Coordinator.

## ATTENDANCE

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### Class Attendance

At Viewbank College, VCE students are required to attend all classes, including Year Level Assemblies, General Assemblies and Year Level Activities. VCE students are expected to remain at school from 8:55am to the end of the school day at 3:10pm; including recess and lunchtime. If VCE students have study periods, they are to work in the Library, the Silent Study Rooms, the Lunchbox or the J-block Courtyard, unless another designated area is agreed to or assigned. Students are required to 'sign in' with the Senior Years Student Support Officer if they enter the school grounds after 8:55 am. Furthermore, students are required to 'sign out' if they are leaving during the day. If leaving before 3:10pm, a note **must** be provided.

*"All VCE units involve at least 50 hours of scheduled classroom instruction. 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 the school's attendance policy, and the school therefore wishes to assign an N result for the unit, the school must assign an N for the outcome which cannot be authenticated."*

p. 71, VCE and VCAL Administrative Handbook 2020, VCAA

In order to derive the most benefit from their VCE studies, students must adhere to the following procedures during their VCE:

1. Regular and punctual attendance is essential. It is College Policy that students **MUST** attend a minimum of 90% of scheduled class time for *each* unit in which they are enrolled.
2. Students whose absence falls below 90% *in any unit* may be awarded an N result for that unit. Consideration will only be given where there is supporting medical (or other professional) documentation. Parent notes, Patient Declarations and Statutory Declarations **WILL NOT** suffice.

Viewbank College supports all students in achieving their best and, to this end, encourages students to attend all scheduled classes. When students are unable to attend class, they should make a concerted effort to contact their teacher(s) to ensure they are able to engage with the learning which occurred during the class missed.

Students who are absent from classes are required to have these absences 'Parent Approved' by their parents/guardians/carers via the Compass Parent Portal.

Students are encouraged to engage in the many co-curricular activities Viewbank College offers. At times, these activities may require students to be absent from class in which case the College will approve the absence. Similarly, religious/cultural events and bereavement will also be considered as *authorised approved absences*.

Where a student is absent due to medical illness, appointment, or condition, every effort should be made to obtain a medical certificate to support their absence regardless of whether an assessment is held on the day.

Only professional documentation explaining the reason for absence will be considered as an *authorised approved absence* for the 'VCE Attendance Percentage' column found in the 'Attendance' tab of Compass. Students are strongly encouraged to monitor their own attendance and take action to ensure they are able to meet the College's attendance requirements.

The following should be noted when considering meeting attendance requirements:

1. Satisfactory attendance in accordance with the College's attendance policy is determined using the 'VCE Attendance Percentage' column found in the 'Attendance' tab of Compass.
2. The College reserves the right to determine the legitimacy of 'Parent Approved' absences and late arrivals when considering attendance data. This includes absences due to family holidays.
3. Medical certificates and other supporting documentation is considered when reviews of attendance are conducted.

*Please note:*

1. *All absences must be accounted for by the College or parents/guardians/carers to ensure that students remain in a safe, supported environment at all times during the school day. Unapproved absences may be addressed by the Level and Wellbeing Leaders to ensure that all students are supported in their attendance.*
2. *In the event of an emergency, it is imperative the College has accurate attendance records; therefore, students MUST 'sign in' upon arrival by either swiping their card at the Compass kiosk or at the Level Leaders Office with the Senior Years Student Support Officer.*
3. *There is NO right of appeal to the VCAA on decisions about the satisfactory completion of a course arising from a student not meeting the attendance requirements.*

### **For Year 12 Students only**

4. *a) If a student has study periods during Periods 1 and 2 (or Period 1 only), or during Periods 5 and 6 (or P6 only), then students may either arrive in time for their next timetabled class or leave when their last timetabled class has taken place. It is a student's responsibility to 'sign in' at the Level Leaders Office when they arrive at the school or 'sign out' when they officially leave for the day. Hence, students will have the opportunity to work from home on those occasions where their study periods abut the beginning or end of the College day. This time should be used constructively to reduce workload.*

*b) In the event that a teacher's absence creates study periods for Periods 3 and 4, and students already have study periods at the beginning of the day, **students MUST 'sign in' and are expected to be at school from recess onwards regardless of a teacher's absence.***

- 5. In the event of a teacher's absence, students are required to utilise that time as study periods or to complete set work. They are required to remain in the College.*

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## Vacations during VCE

It is NOT recommended that students take vacations outside of term holidays during their VCE years. If a student must travel, the Level Leader must be notified. Family holiday is not an acceptable reason for missing a SAC/SAT. Where the College judges that reasons for travel are not compelling, the College may determine the class attendance is insufficient for the student to gain 'Satisfactory Completion' of a unit which may consequently compromise a student's successful completion of their VCE.

Please be aware that the College will award a zero result for SACs/SATs which are missed due to family holidays.

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## Attendance at SACs and SATs

Assessment in the VCE is continuous and is based on completion of set tasks throughout the year. Absence from a SAC or failure to submit a SAT by the due date, without prior approval or accepted documentation, may result in the student receiving NO ASSESSMENT (NA) for that task, and may result in an 'N' for that Unit.

It is the student's responsibility to ensure that absence from SATs or SACs does not occur.

In the event that absence from a SAC is absolutely unavoidable, students must apply for permission to reschedule the missed task within **three days** of returning to school, if this happens to be after the scheduled SAC date. If unwell, students should not be on school grounds on the day of their SAC.

To reschedule a SAC or apply for an extension to a SAT, an application must be made on the *Application to Reschedule a SAC* form (Appendix 3) or *Application for Extension to a SAT or Practical/Performance SAC* form (Appendix 6), and this must be signed by the student and the Level Leader. The application must be accompanied by relevant supporting evidence such as a medical certificate. The Level Leader will review such applications and determine whether the reason for absence is reasonable.

*Note:*

- 1. Make-Up SAC sessions will take place in the Library from 3:20 pm on designated Wednesdays and Thursdays. Students MUST make themselves available to attend, otherwise they run the risk of attaining an 'N' result.*
- 2. If a student does not complete the required Assessment Task or Coursework Task **within TWO weeks of returning to school**, then the student may receive NO ASSESSMENT (NA) for that task, which may result in an 'N' for that Unit.*
- 3. If a student misses a rescheduled SAC/SAT date, then the same application process applies.*
- 4. Being under the supervision of the school nurse is NOT sufficient evidence for a SAC to be rescheduled or a SAT extended.*

The role of assessment in the curriculum is vital in providing information about students and their learning to teachers, school administrators, parents and, most importantly, to the students themselves. Students need to know how well they are achieving across the range of subjects they study and how they can best improve. Parents need to know of the progress their children are making as well as the roles they could play to assist in their children's learning. Teachers are also concerned with how well each student is doing, the effectiveness of their teaching methods and how well they are meeting the objectives of the course.

At Viewbank College, assessment is an ongoing process in which different techniques are used to cater for various learning styles and to provide a rich profile of student learning.

Assessment at Viewbank College values the process of learning and aims for consistency in the interpretation of student achievement. Assessment types include *formative* and *summative* assessment.

*Formative Assessment* is used to improve student learning. It is ongoing and continually provides feedback to students with regard to their learning and achievement. This type of assessment often includes observations made during classes, self and peer assessment, specific tasks, performances and pre-teaching diagnostic tests.

*Summative Assessment* determines the student's level of achievement or competence at the end of a course or unit of work. This type of assessment includes class tests, practical tasks and assignments that encompass a wide range of activities, as well as end-of-semester exams.

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### Assessment of Level of Performance Units 1 – 4

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Assessment of Units 1 & 2 VCE subjects is the sole responsibility of the school. At Viewbank College, assessments at Units 1 & 2, will be by internal SACs, SATs and examinations.

Students studying Units 1 & 2 must fully appreciate that these units help them develop the skills and content that will provide a strong foundation for Units 3 & 4.

There are a number of College set assessment tasks that measure a student's performance on School-assessed Coursework (SAC) which address the Study Design criteria. These SAC tasks must be completed satisfactorily in order to achieve the outcome(s) and pass the unit of study. SACs will be completed largely during class time and mostly under test conditions. There are also common formative tasks that are required to be completed satisfactorily in order to adequately prepare for the assessment tasks. These tasks will provide opportunities for ongoing feedback and demonstration of level of student competency. If a student does not achieve a satisfactory grade for an outcome, then a teacher will default to the related formative tasks for an indication of whether a 'Satisfactory', (S) can be awarded (please note: there will be no change to the original SAC score). If the formative tasks were unsatisfactory, the student may be offered an opportunity to redeem (see page 21).

Assessment of Units 3 & 4 is specified by the VCAA. A student's level of performance is assessed by School-assessed Coursework (SACs), School-assessed Tasks (SATs) and external examinations.

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### School-Assessed Coursework (SACs)

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School-assessed Coursework (SAC) is a key component of assessment of most Units 1- 4 sequences and consists of tasks set and marked within VCAA and Viewbank College guidelines by teachers to assess students' level of achievements of Units 1- 4 Outcomes.

The requirements for SACs are set out in the VCE Study Designs and state whether any one or a combination of assessment tasks may be used for the assessment of an outcome for a unit. The Study Design specifies a range of tasks which may take many forms, depending on the requirements of the study e.g. essay, presentation, a test, laboratory report, data analysis etc. Where teachers provide a range of options for the same assessment task, as consistent with the Study Design, they should ensure that the options are of comparable scope and demand.

Assessment tasks designated for coursework are part of the regular teaching and learning program and must be completed mainly in class time, within a limited time frame.

Assessment programs should:

- include both formative assessments, for diagnostic or monitoring purposes, and summative assessments, for determining achievement that contributes to the final coursework score
- include a variety of assessment tasks and conditions
- provide an appropriate balance of short and extended tasks
- take into account the workload for students.

Formative tasks (common to all students at the College studying the same unit of study) that develop and measure key knowledge and skills will be required to be completed satisfactorily in order to adequately prepare for the assessment tasks. The formative tasks will provide opportunities for ongoing feedback and demonstration of level of student competency.

At the beginning of a unit of study, teachers will give students an indication of the week in which major assessments will take place. They will also give students a minimum of one week's notice prior to a coursework assessment task and an indication of the outcome and task being assessed.

Practice examinations will be conducted during the year to give students experience and help them develop skills in this type of assessment. They are used as formative assessment and can provide useful information for a student's Indicative Grades for the end-of-year examinations. *Please refer to Internal Examinations section on pages 21- 22.*

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## School-Assessed Tasks (SATs)

At Viewbank College, this section applies to the School-assessed Tasks for the following studies:

- Computing (IT02 and IT03)
- Food and Technology (FY03)
- Media (ME03)
- Product Design and Technology (DT03)
- Studio Arts (SA03)
- Visual Communication Design (VC03)

SATs are used to measure, in accordance with published criteria, a student's level of achievement in completing a task.

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## Return of SACs/SATs

Students will be given comprehensive and timely feedback on SAC performances during Units 1 – 4. The guided review of each SAC will occur in class, as soon as possible, following its completion by students.

The review will include:

- Written teacher feedback on SAC performance.
- Discussion around:
  - The key terms required for each question;
  - the key points/ideas required to attain full marks;

- how to develop a structured response or responses;
- how the question(s) may relate to the final external assessments;
- how to develop the skills necessary to effectively complete future SACs and/or final external assessments.
- Student evaluation of their performance.

All SACs and SATs are internally moderated and the marks are FINAL. Please note: school assessment is subject to statistical moderation by the VCAA against performance in externally assessed examinations.

SACs will be released to students once all students have sat the task. It is the student's responsibility to ensure their SACs are kept in a safe place and easily accessible for revision.

SATs will be released to students at the end of the year at a date provided by the VCAA.

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## Submission of Work Units 1 – 4

Classwork and homework set by teachers must be completed and submitted by the set due date.

Formative tasks that develop and measure key knowledge and skills will be required to be completed satisfactorily in order to adequately prepare for the assessment tasks. The formative tasks will provide opportunities for ongoing feedback and demonstration of level of student competency. Formative tasks will be used as evidence for satisfactory completion of a unit.

When set work is of an ongoing nature, extensions may be granted in the case of illness and/or other exceptional circumstances when supported by appropriate evidence.

**If the work is a SAC or SAT, an application needs to be made by the student using the appropriate form. Students will be given an appointed time to complete the work.** Please refer to Appendix 2, *'What Happens When a Student Misses a SAC?'* and Appendix 5, *'What Happens When an Extension to a SAT or Practical/Performance SAC is Requested?'*

When set work is a test, examination, timed essay, practical classwork or a similar assessment task, it is the student's responsibility to be present at the designated time. Unacceptable absence will result in the student receiving NO ASSESSMENT (NA) for the task.

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## Student Record Keeping

Students are required to keep all their coursework. There are three reasons why this is important:

1. The students will need the coursework for revision and,
2. Formative tasks, in particular, may be required to be produced as evidence in the consideration for 'satisfactory completion'.

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## Feedback to Students

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 a student's performance against each outcome.

In providing feedback, teachers may give students their marks on individual SACs /SATs at Units 3 & 4 level. **However, it is important to note that SAC/SAT marks are *conditional* and that the total scores for SACs, or the initial school assessment for SATs, may change as a result of the statistical moderation process.**

Although common formative tasks may be considered for satisfactory completion of a unit, students may not submit further tasks for the reconsideration of SAC scores awarded by the school.

## INTERNAL ASSESSMENT

## Satisfactory Completion of Units 1 – 4

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For satisfactory completion of each VCE Unit, a student must demonstrate achievement of each of the outcomes as specified in the Study Design. The College makes decisions as to what constitutes “satisfactory completion”. As SACs/SATs form part of the ongoing learning, feedback will be provided to students on the work being assessed.

### Achieving Outcomes

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The VCAA specifies that work must be produced which demonstrates the achievement of the outcomes as specified in the Study Design for each subject. Each student must produce work of their own which demonstrates progression in learning in line with each outcome and the associated performance descriptors.

To demonstrate this, students must:

- achieve a minimum of 45% on assessment tasks
- submit the work on time
- ensure the work can be authenticated
- ensure there has been no breach of VCAA or Viewbank College rules.

If all outcomes are achieved, the student receives an ‘S’ (Satisfactory) for the unit. If any of the outcomes are not achieved, the student receives an ‘N’ (Not Satisfactory) for the unit.

Where a student has completed work but there has been a substantive breach of class attendance, the student may be awarded an ‘N’ for Unit 1 or 2, a ‘J’ for Unit 3 or 4. This means the unit is unable to count towards VCE graduation requirements, nor able to contribute to the calculation of the ATAR.

### Notification of an ‘N’ for a VCE Outcome

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The award of the VCE is based on the successful completion of ‘Units of Study’ and that all SACs/SATs must be judged as S for a unit to be ‘satisfactorily completed’. In the event a student does not satisfactorily meet an outcome and consequently is awarded an N for the unit, the College will issue a ‘Notification of N for a VCE Outcome’ to both the student and parent via Compass.

The notification occurs when:

- an outcome task is not submitted by the due date
- an outcome task is not satisfactorily completed
- an outcome task is unable to be authenticated
- the student has breached College attendance rules.

1. Information regarding the ‘N’ notification is entered into an online database and both student and parent(s) will be notified by the Level Leader.
2. VCE students are permitted one redemption opportunity per SAC.

3. After receiving notification, the student will need to complete a comparable task and submit it directly to their teacher by the set due date. This may convert the 'N' to an 'S'.
4. VCE students have one opportunity to redeem an 'S'. If the work is not submitted by the second due date; or is still not satisfactorily completed, or still not able to be authenticated, then the original 'N' will stand.

*Periodically, the Level Leader will receive information from subject teachers of students 'at risk of receiving an N'.*

*Parents/guardians of affected students will be notified by email in advance of the final outcome.*

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## Redeeming Outcomes

Students are expected to complete all tasks set for a subject or unit by the due dates set unless an extension of time has been granted. Redemption is not an automatic right for a student. The redemption will only be allowed where a student has shown commitment to his/her study and where sufficient time is available to undertake the extra work\*. If a student fails to satisfy an outcome, the student will be informed of the 'N' result. Students who are offered a redemption, must return the signed 'Application for Redemption' form within three days (see Appendix 4), otherwise the 'N' result will be confirmed.

\*Students may be called to interview by the VCE Panel who will determine the success of the application for redemption.

The maximum number of days permitted for redemption work to be completed is 14 days.

If a student fails an outcome and receives an 'N' result and either fails to return the 'Application for Redemption' form within 3 days, fails to submit the work by the second due date, fails the redemption attempt, or the work is still not able to be authenticated, then the student fails the VCE Unit.

Redemption of work will only apply in situations where an assessment task does not satisfy the outcome and consequently an 'N' for the unit will result. The original result will apply in terms of reporting to either parents and /or VCAA.

**NB: Redemption will only be permitted once per SAC.**

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## Three-year VCE

Alternatively, if a student is not coping with the demands of the VCE, then a three-year VCE option may be offered at the College's discretion. This option should give the student a greater chance of successfully completing their VCE.

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## Internal Examinations

### Years 10 and 11

The exam period for Years 10 and 11 will be held in June. The exam results will be published on the Semester 1 and Unit 1 reports.

## Units 3 and 4

The exam period for Units 3 and 4 will be from the end of Term 3 until early Term 4. The exam results will be published on Compass. *(Students and parents will be notified of the exact dates for the practice exam period once confirmed).*

Units 3 and 4 material will be examined modelling end-of-year structures relevant to each study, thus providing a genuine exam experience to the students. The exams will be used as a diagnostic tool to measure the level of embedded knowledge and skills, and to target and consolidate specific areas identified for improvement.

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## EXTERNAL ASSESSMENT

## Units 3 & 4

The VCAA is responsible for setting assessment at Units 3 & 4. Students are assessed by SACs/SATs and by external examinations.

Students absent from a SAC or SAT must complete the relevant application to reschedule or request an extension form. Only medical certificates, TAFE or approved College activities will be accepted as 'authorised' reasons for absence. It is implicit that failure to submit a SAT by the due date or absence during SACs, without gaining an extension, will have significant adverse consequences. In all likelihood, the task may not be graded, thereby (substantially) reducing a student's final study score and/or jeopardising their chance of passing the unit.

VCE students please note:

*All work.....*

- must be the student's own
- completed to the best of their ability
- submitted to the relevant teacher personally
- must not be given to another student to submit.

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## General Achievement Test (GAT)

All students enrolled in a VCE Units 3 & 4 sequence or VCE VET scored Units 3 & 4 sequences, including VCAL students, are required to sit the GAT. The GAT is administered through the VCAA and measures levels of general achievement students have accomplished across three broad areas:

- written communication
- mathematics, science and technology
- humanities, the arts and social sciences.

GAT results are used by the VCAA to verify student results by means of comparison with individual SAT and SAC results. At the end of the year, each student will receive a confidential statement of GAT results. The GAT exam is held in June each year. GAT results are particularly important in the event of a student who is unable to sit the final exam.

The VCAA will use students' GAT scores in:

- the statistical moderation of school-based assessments
- checking the accuracy of student scores in external assessments
- the calculation of a Derived Examination Score.

**THE GAT IS SCHEDULED FOR WEDNESDAY JUNE 10, 2020.**

Students must be aware that it is their responsibility to ensure that the teacher has no difficulty in authenticating their work. They should understand that teachers cannot authenticate work about which they have doubts. The Principal may cancel a result in the event of a breach of authentication rules.

Authentication is the term used by the VCAA to describe the process whereby work submitted is determined to be genuinely the work of the student concerned. The rules below are set by the VCAA.

***How do I ensure that my work is authenticated?***

1. Make sure that you and your teacher periodically monitor the development of your work within the time set down for each activity. Regular attendance is an important aspect of your teacher's ability to judge the authenticity of your work.
2. Retain all appropriate documentation showing preparation for the task (e.g. drafts, notes, exercises, etc.). These will help your teacher to determine if the work is your own.
3. Acknowledge all resources used; this will include text, websites and source material and the name(s) and the status of the person(s) who provided assistance and the type of assistance received. This applies also to help given by tutors.
4. You must not accept undue assistance from any other person in the preparation and submission of work. Undue assistance would include being provided with actual adjustments or improvements to your work, or having work dictated to you or being directed to insert particular text. It is unacceptable to make use of, or copy, another person's work or other resources without acknowledgement. However, you may be given general advice about the best way to refine or improve your work. Note that these restrictions apply to your teachers, to tutors and even to members of your own family. It is acceptable to incorporate ideas or material from other sources (e.g. by reading, viewing or note-taking) which you have transformed and used in a new context.
5. You must not submit the same piece of work to meet assessment requirements in more than one subject.
6. Your teacher may ask you to demonstrate your understanding of the work during the period set aside for the task, or around the time you submit the work. This is part of the normal consultation between student and teacher.
7. You may be required to sign a declaration at the time of submitting each School-assessed Task & School-assessed Coursework. The declaration will state that all unacknowledged work is your own.
8. A student who knowingly assists another student is in breach of the VCAA rules and may be penalised.
9. You are encouraged to tell your teacher if you have a tutor, and discuss and show the work done with a tutor. Note that tutors may be unaware of the VCAA rules. If you regularly receive help from a family member, you should also tell your teacher.
10. VCAA will statistically compare your SAC/SAT and coursework results with your GAT performance. If you are identified as having unexpectedly high results in school assessed work, the authenticity of your work will be examined, along with your understanding of the work.

***What happens if the authenticity of my work is challenged?***

If a piece of work you submit is queried on authenticity, the following steps will occur:

1. You will be asked to provide all relevant evidence available to you which supports the authenticity of your work, for example preparation notes, exercises or drafts.
2. Your teacher will collate details of your class attendance and other evidence of the progress (or lack of progress) of the work being questioned.

3. You will be required to demonstrate your understanding of the piece of work at a formal interview with a small committee. You will be given at least 24 hours' notice of such an interview. A parent or friend may attend in a support role, but will not be allowed to take part in the interview.
4. You may be required to perform another relevant assessment activity as an additional piece of evidence. Again, you will have at least 24 hours' notice, and this would usually be done under supervision.
5. The Principal is responsible for the final decision about the authenticity of your work and for the penalty to be imposed.
6. If your work is not accepted as authentic, you will be formally notified by the Principal and fully informed of procedures for appeal to VCAA. Please note that you have the right of appeal, only if preparation notes, exercises and drafts of the work have been sighted by the teacher, during the period when the task was being undertaken. *Please refer to VCE and VCAL Administrative Handbook 2020 for more information on Student Appeals.*
7. Preparation shown to the teacher for the first time after the due date of the piece of work will not be considered.

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### Lost, stolen or damaged work

A student who has lost work, or who has work stolen or damaged must report this to the VCE Coordinator as soon as possible.

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### Care in the Use of Technology

A student who uses technology 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 and back-up versions are produced regularly
- each time changes are made, the work is saved as a back-up file which should not be stored on the computer.

Computer malfunction or misuse does not enable you to claim consideration of disadvantage or an extension of time to complete an assessed task.

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## REPORTING

### Reporting of Results

Assessment for Units 1 & 2 will be reported by the school. The school will also advise the VCAA of all units satisfactorily completed.

Students undertaking Units 1 & 2 studies will receive a Statement of Results through the school. It will show the studies which have achieved **S** (Satisfactory) or **N** (Not Satisfactory).

Assessment for Units 3 & 4 Unit 3 assessment will be reported by the College. Teachers will provide students with written feedback on coursework and grades will be reported in mid-year reports. (This is an indication of progress only, as school assessment is subject to statistical moderation). Units 3 & 4 assessment will be reported by the VCAA at the end of the year as follows:

- completed units of study with an S (Satisfactory) or an N (Not Satisfactory) completion.
- school assessment and external examination grades, and the student's Study Score (Relative Position). This is a score on a scale of 0 to 50 showing a student's achievement relative to that of all other students in the state doing a particular study.
- whether the student has qualified for the VCE.

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## Reporting to Students and Parents

Viewbank College will provide the following reports:

### Interim Report

An interim report will be completed for all VCE students at the end of Term 1. The Interim Report will give an indication of a student's level of performance at that time.

### Semester Report

- **Units 1 & 2**

Semester reports will be issued at the end of Term 2 and end of Term 4. Learning outcomes are given S (Satisfactory) or N (Not satisfactory). School-based assessments are graded A+ to E or UG (*Ungraded* indicates that the score achieved was too low to assign a grade) or NA (*Not Assessed* indicates that the assessment was not submitted or the examination was not undertaken).

Where there are no grounds for Special Provision, late work will not be graded but may be considered for satisfactory completion.

- **Unit 3**

A Semester report is issued at the end of Term 2. Learning Outcomes are given S (Satisfactory) or N (Not satisfactory). SACs and SATs are marked internally as a percentage or NA (*Not Assessed* indicates that the assessment was not submitted or the examination was not undertaken). These results are subject to the statistical moderation process by the VCAA in the calculation of the study score.

- *Parent/Student/Teacher Conferences* provide an opportunity for teacher feedback and suggestions for improvement.

The VCAA will provide students with the following statements:

### VCE Statement of Results

The statement contains:

- a cumulative record of achievement for all VCE and VCE VET units undertaken
- graded assessment and a study score for each Units 3 & 4 sequence undertaken. The statement is cumulative and reports current and prior results
- credit obtained for study taken overseas, interstate or university studies
- a statement indicating whether the student sat the GAT
- if relevant, a statement indicating that the student was granted EAL status
- a statement indicating whether or not the student has successfully completed the VCE.

### GAT results

Students who obtained GAT results are issued with a statement that contains the scores achieved for each component and a descriptive statement of these results, along with a standardised score for each component.

## VCE Certificate

The VCE Certificate is issued in the year in which the student first satisfies the requirements of the VCE. It does not list individual studies or results. Students who qualify for the Victorian Bacchalaureate will not receive a VCE certificate as well.

## ATAR

VTAC will provide students with calculation of the ATAR.

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## Statistical Moderation

The VCAA undertakes statistical moderation of internal 'Graded Assessment' scores to ensure that all students state-wide are awarded with fair, accurate and comparable indications of their learning and achievement. During the statistical moderation process, the rank order of all students in a given subject is maintained but the scores may be adjusted if necessary. Further information on statistical moderation can be found on the VCAA website.

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## VCE Results and ATAR Service

Students may obtain their final Year 12 results by accessing a range of services from the joint VCAA and VTAC *VCE Results and ATAR Service*. Students will need to refer to the *VCE Exams Navigator* booklet for information regarding access to the Results Service. Units 3 & 4 results will be available on **Monday December 14, 2020**.

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## Australian Tertiary Admissions Rank (ATAR)

The ATAR score is calculated by the VTAC through the use of a Study Score aggregate. The aggregates for each student in the State are ranked and assigned a percentile ranking which constitutes the ATAR score. This overall ranking, on a scale of 0.00 - 99.95, is the primary mechanism used by most tertiary institutions to select students for their courses.

It is calculated by ranking students on the sum of their...

- best score in any one of the English studies,
- scores of their next best three permissible studies (the 'Primary Four' with the English study),
- and 10 per cent of the scores for any fifth or sixth study which may have been completed.

*Note: some tertiary courses specify certain subjects which must be studied and/or included in the 'primary four' scores used to calculate a student's ATAR.*

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## Scaled Study Scores

Prior to calculating the aggregate to be used in ATAR calculations, VTAC scales the Study Scores of subjects when required.

*"So all study scores are scaled by VTAC before they are used to calculate the ATAR. Scaling adjusts the study scores in each study to take account of the strength of competition among students taking the study. The strength of competition in each study is measured by how well the students in that study performed in their other studies. The study scores are scaled so that the overall level of scores in that study matches the scores obtained by the same group of students in all of their other studies combined."* **Scaling and the ATAR – VTAC**

The VCAA's policy on *Special Provision* is to provide all students with the maximum opportunity to participate in and complete their senior secondary studies. This policy recognises that individual students may need special provision to maximise their opportunity to demonstrate both what they know and what they can do.

*Special Provision* is available to students completing the VCE or VCAL for classroom learning, School-based Assessments and VCE external assessments.

All applications must be supported by current and appropriate documentation such as medical certificates, medical reports and educational psychologist's assessments. Depending on the circumstances, reports from social workers, youth workers or other professionals may be appropriate.

Implicit in this policy, is that students who are enrolled to undertake the VCE do so with a reasonable expectation of being able to achieve the outcomes as set out in the Study Designs, and to demonstrate their achievement fairly, in both the school-based assessment program and the external examinations.

The policy does not exempt students from meeting the requirements for satisfactory completion of the VCE, or from being assessed against the outcomes for a study. Rather, it aims to ensure that the most appropriate arrangements and options are available for students whose learning and assessment programs are affected by illness, impairment or personal circumstances, to demonstrate their capabilities.

*Special Provision* does not therefore allow for, or encourage, the development of alternative courses of study with standards of achievement that are different from those specified in VCE Study Designs.

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## Eligibility

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

- an acute or chronic illness (physical or psychological)
- factors relating to personal circumstance
- an impairment or disability, including a learning disorder.

The circumstances do not include matters or situations of the student's own choosing, such as involvement in social or sporting activities or school events.

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## Deferral of VCE Studies

Students completing a VCE study at Units 3 & 4 level may be eligible for *Compassionate Late Withdrawal* if they are suffering major adverse circumstances and are unable to complete Unit 3. Students who are unable to complete Unit 4 because of adverse circumstances should consider an application for *Interrupted Studies*.

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## Possible Provisions

There are a number of ways in which schools can make alternative arrangements can be made to assist students with their learning and to enable them to be assessed against the unit's outcomes. The provisions made for school-based tasks and assessments are determined by the College in considering the evidence which has been provided to support the necessity for provisions.

- rescheduling classroom activities and/or assessment task,
- allowing the student extra time to complete the task,
- setting a substitute task of the same type,
- replacing a task with a different type,
- using a planned task to assess more outcomes or aspects of outcomes, than originally intended,
- using technology, aides or other special arrangements to complete classroom learning and/or undertake assessment tasks,
- deriving satisfactory completion of outcomes or a score from other assessments or work completed by the student (if the provisions already mentioned are not feasible or reasonable)

Students who are granted an extension of time are required to complete the work and undertake the task in the same way as other students.

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## Special Examination Arrangements

Students are eligible for Special Examination Arrangements if it can be demonstrated that their capacity to access a VCE external assessment is impaired. Special arrangements approved by the school may not necessarily meet the eligibility criteria specified by the VCAA for Special Examination Arrangements, therefore, student seeking such arrangements for VCE external assessments, must provide the appropriate supporting evidence.

Students are eligible for special Examination Arrangements if it can be demonstrated that their capacity to access a VCE external assessment is impaired to one or more of the following:

- mental health condition
- health impairment
- physical disability
- specific learning disorder
- language disorder
- hearing impairment
- vision impairment.

Special examination arrangements may take the form of:

- extra working time
- rest breaks
- alternative format exam papers such as enlarged print, electronic text and Braille
- permission to use assistive technology and technological aids such as a computer, specific software or Assistive Hearing Technology for a student with hearing impairment
- a reader or electronic reader and/or scribe
- a clarifier, if the student has a hearing impairment or language disorder
- an alternative examination venue.

More detailed information regarding ‘*Special Examination Arrangements*’ may be found on Page 129 of the VCAA Handbook at: <https://www.vcaa.vic.edu.au/Documents/handbook/2020/VCEVCALAdminHandbook2020.pdf>

Applications for pre-existing conditions must be lodged by: **FRIDAY MARCH 27, 2020.**

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## Derived Examination Score (DES)

Students who are ill or affected by other personal circumstances at the time of a VCE examination and whose examination result is unlikely to be a fair or accurate indication of their learning or achievement in the study may apply for a DES. If their application is approved, a DES will be calculated by the VCAA.

Students are only eligible for a DES for a VCE external assessment if they meet all of the following criteria:

- they have completed the course of study leading to the external assessment, and have a result for at least one other graded assessment in the same study
- in the period before or during a VCE external assessment they experience the onset of an illness or the occurrence of an injury, personal trauma or serious intervening event that has either prevented them from attending the external assessment or significantly affected their performance during the external assessment.
- they provide independent professional written evidence that demonstrates the illness, injury, personal trauma or serious intervening event has affected their performance in the external assessment or has prevented them from attending the external assessment.

Students cannot submit an application on the basis of:

- unfamiliarity with the English language
- teacher absence or other teacher-related difficulties
- long-term or chronic condition or illness
- matters that could have been avoided by the student, for example misreading the examination timetable or instructions, or matters related to school discipline
- matters of the student's own choosing, such as involvement in social events, sporting or training activities, school events or volunteer work.

A DES is not available for the GAT, Music Style and Composition Externally-assessed Task or Extended Investigation Externally-assessed Task written report.

#### ***How to apply:***

Students who believe that they are eligible for a DES should first seek advice from their Level Leader and the VCE Coordinator. The primary responsibility for submitting an application that meets all eligibility criteria rests with the student. The VCAA will determine the student's eligibility for a DES from the supporting evidence supplied by the student. All applications should be accompanied by appropriate and current documents which might include medical certificates, medical reports or reports from social workers, youth workers or other professionals.

The VCAA must receive an application **within seven days** after the student's last external assessment in the relevant period.

Students are advised to attend every external assessment if at all possible. Students should not miss an external assessment merely because they do not feel able to do their best. The DES is designed for students who have completed the course leading to the external assessment but have performed below expectations or cannot attend due to adverse circumstances. The VCAA does not expect a student to attend an external assessment against specific written medical advice.

If a student is ill but able to attend the external assessment, they should inform the Chief Supervisor of their condition as soon as possible before or during the external assessment.

**If a student cannot attend an external assessment, it is imperative that they notify their Level Leader or VCE Coordinator immediately (9458 2811).** A student who does not attend an external assessment and whose application is not approved, will receive NA for the external assessment.

Please note: Derived Exam Score information will be updated in January 2020. Please refer to page. 129 of the VCE Handbook at <https://www.vcaa.vic.edu.au/Documents/handbook/2020/VCEVCALAdminHandbook2020.pdf>

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## VTAC Special Entry Access Scheme (SEAS)

The VTAC offers this scheme to students who are unable to reach their full educational potential or may have access to the courses of their choice restricted due to life circumstances, including long term illness, chronic or other adverse circumstances. Application forms are available from the Vocational Transitions and Pathways Coordinator. Successful SEAS applications will not affect VCE scores but **may** assist tertiary entry.

## APPENDIX 1



## REQUEST TO CHANGE A VCE SUBJECT

Name ..... Year Level ..... Date .....

This form can only be issued by the Level Leader. Students are responsible to enter discussions with their guardians, the Vocational Pathways Coordinator, the VCE Coordinator and relevant teachers.

Once signatures are obtained, the student is to return to the Level Leader with this completed form.

LINE	UNITS CURRENTLY ENROLLED IN e.g. Chemistry 1 & 2	UNITS TO BE ENROLLED IN IF CHANGE IS APPROVED
1		
2		
3		
4		
5		
6		

I wish to change/withdraw from (subject)..... (Teacher's Name) .....

to (subject) ..... (Teacher's Name) .....

The reason(s) for this request is/are:

.....

Vocational Pathways Coordinator's or VCE Coordinator's signature \_\_\_\_\_

Student's Signature \_\_\_\_\_

Guardian's Signature \_\_\_\_\_

Teacher's Signature \_\_\_\_\_  
*(of subject withdrawing from)*

Teacher's Signature \_\_\_\_\_  
*(of subject enrolling into)*

Level Leader: \_\_\_\_\_

Date: \_\_\_\_\_

Request is:     approved                       declined

Comments

.....

.....

NOTE: THE LEVEL LEADER IS TO FILE AND FORWARD A COPY TO THE VCE CO-ORDINATOR (SDH).

## APPENDIX 2

### THE FOLLOWING APPLIES TO ALL STUDENTS COMPLETING VCE UNITS 1 – 4

- At least ONE week's written notice on COMPASS Learning Tasks must be given prior to a SAC/SAT.
- The relevant SAC/SAT criteria or what the outcome(s) will entail should be made available to students.
- Students are to liaise with their Level Leader for missed SACs (e.g. a Yr 10 student doing a Units 1/2 will report to Ms Lemar, etc.)
- SACs\* MUST be completed within 2 weeks of a student's return to school.  
(\* see page 35 for SAT or Practical/Performance SAC information)

#### *In addition to the above,*

- At Units 1 & 2, any assessment task that will contribute towards the grade for an outcome, will be referred to as 'School-assessed Coursework' (SAC) or 'School-assessed Task' (SAT) and will be subject to the same Viewbank College policies as Units 3 & 4 SACs/SATs.

### WHAT HAPPENS WHEN A STUDENT MISSES A SAC?

#### *What the subject teacher needs to do:*

1. Make a 'red' COMPASS entry by close of day on the day of the missed SAC. This will alert the Level Leader of the student's absence.
2. Complete the *Student Absence from SAC Teacher Notification* form and attach to the SAC.
3. Give the missed SAC, with attached *Teacher Notification* form, to Mrs Shaw in the Coordinators Office by close of business on the day of absence.

#### *What the student needs to do:*

1. If a student cannot attend on the day of a SAC, they MUST contact Mrs Shaw in the Coordinators Office prior to, or on the day of the SAC, to advise of their situation.
2. If the absence is due to:
  - (i) A College organised activity - the student should see their Level Leader beforehand to organise a SAC Reschedule date.
  - (ii) Illness - the student, upon their return to school, MUST see Mrs Shaw in the Coordinators Office to hand in their Medical Certificate.
3. Mrs Shaw will hand the student the pink *Application to Reschedule a SAC* form. The completed form MUST be returned to the Coordinators Office **within 3 days of their return to school**.

#### *What the parent/guardian needs to do:*

1. **Contact Mrs Shaw on 8458 2825** prior to, or on the day of the SAC, to advise of their child's illness or inability to attend.
2. Ensure a medical certificate is obtained to cover their child's absence. Please note: Parent notes, Patient Declarations, Statutory Declarations will not suffice.
3. Ensure their child completes and returns the *Application to Reschedule a SAC* form to Mrs Shaw within 3 days of returning to school.
4. Check COMPASS or contact their child's Level Leader to confirm the SAC reschedule date.

***What the Level Leader will do:***

1. If the Level Leader is satisfied that all paperwork/documentation is correct, s/he will arrange an alternative time for the student to sit the SAC. This may be at the next scheduled Make-Up SAC session or, in the case of a practical/oral/ICT-based SAC, at a time negotiated with the subject teacher.
2. The Level Leader will complete the relevant paperwork to go to the Make-Up SAC Coordinator or, in the case of practical/oral/ICT-based SACs, confirm with the subject teacher and student the date, time and venue.
3. The Level Leader will create an event for the rescheduled SAC which will appear on the student's Compass timetable.

**No student should sit a missed SAC without following the proper procedures and/or without having received confirmation from their Level Leader. An 'N' must be assigned to students who do not follow these procedures.**

3. The VCE Review Panel\* reserves the right to make decisions on a case-by-case basis where there are extenuating circumstances.

A SAC reschedule MAY ONLY be granted if the student has:

- met the requirements and due dates of the formative tasks set by the classroom teacher
- shown commitment to their studies
- worked consistently in class, demonstrating a positive work ethic.
- produced work that can be authenticated.

APPENDIX 3

\*\* Please return this completed form to the Level Leaders Office within three days of your return to school \*\*



APPLICATION TO RESCHEDULE A SAC UNITS 1 - 4

STUDENT'S NAME:		YEAR LEVEL:	
DATE(S) OF ABSENCE:		RETURN THIS FORM BY:	
SUBJECT:		TEACHER'S NAME:	

REASON FOR ABSENCE:

- Medical
- I have more than 2 SACs in one day (at least 24 hours' notice must be given to the Level Leader)
- School organised activity

.....  
*Please provide details (e.g. excursion)*

Other *Please specify* .....

I have NO APPROVED reason for my absence. *(May require VCE Panel intervention)*

DOCUMENTATION: *(Students must provide a supporting statement\*\*)*

- Doctor's Certificate
- Professional document

\*\* Parent notes, Chemist Certificates, Patient and Statutory Declarations WILL NOT be accepted.

SIGNED:

Student: .....

Date: .....

Level Leader: .....

APPROVAL:  YES  NO

NOTES (Level Leader ONLY):

.....

STUDENTS PLEASE NOTE:

Make-Up SAC sessions will be held every Wednesday and Thursday 3:20pm – 5:00pm in the Library or at another time in the case of oral presentations/pracs/ICT-based tasks, etc. as agreed to by the Level Leader.  
 Your allocated time will appear in your Compass schedule.  
 Tasks MUST be completed within 2 weeks of returning to school.

**APPENDIX 4**

\*\* This form needs to be returned, SIGNED, to the Coordinators Office within 3 days from the issue date \*\*



**APPLICATION for REDEMPTION**

Name		Date of application	
Subject		Teacher	
Task title		Date of task	
Result %		Task type (e.g. test, essay etc)	

*Why were you unable to complete this assessment task successfully?*

.....  
 .....  
 .....

*What were the circumstances that led you to be in this position?*

.....  
 .....  
 .....

*What strategies can you put in place to avoid this situation again?*

.....  
 .....  
 .....

**Please note:**

- 1. This is the only opportunity for redemption you have for this task.***
- 2. Your original score remains and will be used by Viewbank College for reporting purposes. Original scores will also be submitted to the VCAA for moderation for Study Score purposes.***

*Student signature: .....*

*Date: .....*

*Parent/Guardian signature: .....*

*Date: .....*

**Subject teacher to complete:**

*Please give details of the nature of the redemption task (if approved):*

.....  
 .....  
 .....

*Teacher's signature: .....*

*Date: .....*

**Level Leader approval:**

**YES**

**NO**

**WHAT HAPPENS WHEN AN EXTENSION TO A SAT or PRACTICAL/PERFORMANCE SAC IS REQUESTED?**

**Due to the extended nature of folio-based subjects, the following rules will apply:**

This policy applies to the following Units 3 & 4 subjects for SAT / Practical SAC extensions:

- Computing
  - Media
  - Production Design and Technology
  - Studio Art
  - Visual Communication Design
1. If students are unable to submit their SAT / Practical or Performance SAC on the published due date, they are required to provide medical documentation in order to apply for an extension of time.
  2. If students are absent on the submission date of a SAT / Practical or Performance SAC, they MUST contact their Level Leader **on the day**, otherwise an extension WILL NOT BE GRANTED. There is no opportunity for SAT / Practical or Performance SAC redemption, as they involve research tasks or folio development over an extended period of time.
  3. If approved, the maximum extension time will be for at most THREE CONSECUTIVE CALENDAR DAYS from the day of the published submission date. As submission dates for SATs / Practical SACs are scheduled, as closely to VCAA submission dates, this deadline is unable to be extended further. The student and parent will be notified of the new performance date.
  4. If the SAT / Practical or Performance SAC is not submitted, it will result in the student receiving an 'N' for the Unit.

In an attempt to prevent this from occurring, the following process has been implemented:

- Each subject will have a minimum of three checkpoints / criteria (formative tasks) throughout the process. These will be clearly documented on Learning Tasks.
- If two of these checkpoints / criteria (formative tasks) are not met at any point, the matter will be referred to the VCE Panel. The VCE Panel will determine whether the student is eligible to continue with the subject.
- If the student is eligible to continue with the subject, they must be up-to-date by the next scheduled checkpoint / criterion (formative task).
- If the student is not up-to-date by the next scheduled checkpoint / criterion (formative task), they will receive an 'N' for the Unit.
- If the student is ineligible to continue with the subject, they will receive an 'N' for the Unit.

**The policy applies to the following subjects Units 1 & 4 for Performance SAC extensions:**

- Drama
- Theatre Studies
- Music Performance

1. If students are unable to perform on the published SAC date, they are required to provide medical documentation which relates to a medical issue. This is to ensure performances are consistent with the specifications listed in the respective VCE Study Designs, which state: *“students present performances to a live audience”*, and for consistency across assessments between students.
2. Consequently, if a student cannot perform on the published SAC date they **MUST** contact their Level Leader **on the day of the performance**, with documentation, otherwise an extension **WILL NOT BE GRANTED**. There is no opportunity for Performance SAC redemption as these involve development over an extended period of time.
3. If approved, the maximum extension will be for at most **THREE CONSECUTIVE CALENDAR DAYS** from the day of the scheduled published date. As submission dates for Performance SACs are scheduled, as closely to VCAA submission dates, this deadline is unable to be extended further. Students will perform at the next scheduled meeting of staff. The student and parent will be notified of the new performance date.
4. If the Performance SAC is not submitted, it will result in the student receiving an ‘N’ for the Unit.

In an attempt to prevent this from occurring, the following process has been implemented:

- Each subject will have a minimum of three Performance SAC checkpoints (formative tasks) throughout the process. These will be clearly documented on Learning Tasks.
- If two of these checkpoints (formative tasks) are not met at any point, the matter will be referred to the VCE Panel. The VCE Panel will determine whether the student is eligible to continue with the subject.
- If the student is eligible to continue with the subject, they must be up-to-date by the next scheduled checkpoint (formative task).
- If the student is not up-to-date by the next scheduled checkpoint (formative task), they will receive an ‘N’ for the Unit.
- If the student is ineligible to continue the subject, they will receive an ‘N’ for the Unit.

The VCE Review Panel\* reserves the right to make decisions on a case-by-case basis where there are extenuating circumstances.

***\*The panel will comprise the Principal or Principal’s nominee, the Level Leader and/or other relevant staff member.***

APPENDIX 6

\*\* This form needs to be returned, SIGNED, to the Coordinators Office upon the day of your return to school \*\*



APPLICATION for EXTENSION to a SAT or Practical/Performance SAC

Name		Date of application:	
Assessment Title:		Date of assessment:	
Subject		Teacher:	

Medical Documentation provided:  Yes  No

Why were you unable to complete this assessment successfully?

.....

.....

.....

What were the circumstances that led you to be in this position?

.....

.....

.....

What strategies can you put in place to avoid this situation again?

.....

.....

.....

Student signature: .....

Date: .....

Parent/Guardian signature: .....

Date: .....

Teacher Comment	
-----------------	--

New due date: .....

PARENT & STUDENT DECLARATION  
VCE UNITS 1 – 4 POLICY HANDBOOK 2020

Please print, sign and return this form to the Level Leaders Office by  
FRIDAY FEB. 28, 2020.

Student Name: \_\_\_\_\_ Form: \_\_\_\_\_

In signing this document, we acknowledge that we have carefully read the *Viewbank College VCE Policy Handbook 20120* We understand the policies, procedures and my responsibilities. We will obey the rules and instructions for the VCE, and accept its disciplinary provisions.

Signature of Parent(s) / Guardian(s):

\_\_\_\_\_ Date: \_\_\_\_\_

\_\_\_\_\_ Date: \_\_\_\_\_

Signature of VCE Student:

\_\_\_\_\_ Date: \_\_\_\_\_