

VIEWBANK COLLEGE



VCE UNITS 1- 4 STUDENT POLICY
HANDBOOK

2022

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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.

Cover design: Bonnie Osborn, Year 12 2020

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INTRODUCTION

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 these final years, 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 2022', published by the Victorian Curriculum and Assessment Authority (VCAA) and available online at 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 towards their studies and academic achievement
- **attendance** as per the VCAA requirements.

These are the qualities that ensure success. We will support students to establish sound work habits and set priorities for both their College commitments and those beyond the College. Achieving their personal best needs to be the aim of every student.

Family holidays should not be planned during term time. The attendance requirements as per VCAA are very strict; students and parents need to be very clear and adhere to these VCAA requirements. Family holidays count as unapproved VCE absences and place a student at risk of not meeting attendance requirements.

Excessive casual work can impact a student's ability to meet the demands of VCE. 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 challenged 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, Wellbeing team, the VCE, Vocational Pathways, and VET Coordinators, Senior School Leaders 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

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.
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 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.
Study Design		The prescribed document published by the VCAA that contains the curriculum information for the subject (Units 1 – 4). Available online at www.vcaa.vic.edu.au/Pages/vce/studies/index.aspx 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 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.

INTRODUCING THE VCE

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

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

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.

STUDYING VCE UNITS OUTSIDE VIEWBANK COLLEGE

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 through an education provider such as 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 meet with their House Leader and the VSL or VSV coordinator 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

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.

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!

VOCATIONAL PATHWAYS GUIDANCE

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.

SETTING PERSONAL PRIORITIES

Goals

Set personal and academic goals. Be sure to write them down and put a time limit on them.

Write down an action plan to achieve them.

Revise your goals often.

Time management

Plan and use time efficiently.

Determine priorities - What needs to be done first?

Develop a study timetable for the week and enter in when study must be done at school and home.

Organisation

Organise a home study space free from distractions.

Use a yearly planner to map your work program.

Check MS Teams and Compass regularly for details of work tasks and SAC dates.

Keep records of your work tasks somewhere that is easily accessible.

Physical fitness and health

Regular exercise improves physical and mental health.

Engage in physical activities that make you happy and allow you to separate from your studies.

Diet

A well balanced diet provides your body with the important nutrients needed for efficient function and to stay well.

Healthy and regular meals are essential every day, but there is also room for a few 'enjoyment' foods.

Avoid energy drinks as they are full of caffeine and sugar.

Relaxation

Ensure you get adequate sleep every night

Learn and practice relaxation techniques such as meditation, breathing and mindfulness.

Find relaxation activities that allow your mind to switch off for a period of time.

Problem solving

Deal with problems as they arise.

Keep problems in perspective - Is this a small problem or a larger one?

Make decisive decisions and don't procrastinate.

Resolve any interpersonal conflicts.

Develop a support system to help you. This may include parents, friends, teachers, and House Leaders

STUDENT BEHAVIOUR

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 or breaks
- 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.

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.

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 the relevant forms available from their House 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.

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 a unit of study must:

- discuss the change with their subject teacher and House Leader
- complete the **Request to Change a VCE Subject** form (**Appendix 1**)
- make an appointment with the House Leader 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 Head of House and a new timetable has been received.

Studying a reduced load at Year 11 or 12 is only granted under exceptional circumstances. Students wishing to undertake a reduced VCE load must:

- discuss the possibility of a reduced load with the House Leader
- complete a **Request to Reduce VCE Subject Load** form (**Appendix 2**)
- provide relevant documentation which supports the request
- make an appointment with the Pathways Coordinator
- attend a meeting with the Head of House (parents will be required at the meeting)

Students may also be required to meet certain academic benchmarks in previous years' study. Undertaking an accelerated study in Year 10 or 11 does not permit a student to undertake a reduced load in Year 12 (refer to [Senior Years Subject Handbook](#)).

To ensure that students are able to succeed in their chosen subjects, amendments must be completed by the dates set by the Senior School. These will be communicated via Compass and MS Teams.

Please note: Subject changes are not permitted between Units 3 & 4. The VCAA requires both Units 3 & 4 to be completed in the same year for a Study Score to be calculated.

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 Careers and Pathways Coordinator.

THREE-YEAR VCE

A three-year VCE option may be offered at the College's discretion due to sporting, health or extenuating circumstances. This option should give the student a greater chance of successfully completing their VCE. Students and families should approach the House leader to discuss. A meeting will be required to confirm the arrangement.

ATTENDANCE

CLASS ATTENDANCE

At Viewbank College, VCE students are required to attend all classes, including Year Level Assemblies, General Assemblies and House Events. VCE students are expected to remain at school from 8:55am to the end of the school day at 3:15pm; 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 School Student Support Officer or Compass Kiosk if they enter the school grounds after 9:00 am. Furthermore, students are required to 'sign out' if they are leaving during the day. If leaving before 3:15pm, a note or a compass attendance approval 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." (See current VCE and VCAL Administrative Handbook 2022, VCAA)

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

- 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.
- 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.

ABSENCES

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:

- 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.
- 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.
- Medical certificates and other supporting documentation are considered when reviews of attendance are conducted.

Please note:

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 House Leaders to ensure that all students are supported in their attendance.

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 Senior School Office.

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 12 Students only

If a student has a study session Period 1, then students may arrive in time for Period 2. If they have a study session in Period 4, they may leave at the end of second break, provided there are no college activities they are required to be on site for. It is a student's responsibility to 'sign in' at the Senior School 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 are at the beginning or end of the college day. This time should be used constructively to reduce workload.

In the event that a teacher's absence creates study periods and students already have study periods at the beginning of the day, students **MUST** sign in and are expected to be at school from P2 onwards regardless 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.

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 House 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.

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.

Students must make every effort to be present for all scheduled SACs and SATs.

When an absence from a SAC is absolutely unavoidable, students will sit the SAC in the rescheduled time closest to their return to school. Students must also fill out the **Application to Reschedule a SAC Units 1-4 form (Appendix 3)**.

- If at a school-based event, VET, exam, or if scheduled for 3 SACs in one day, fill out the form prior to the day of the SAC.
- If unwell, fill out the form upon the day of return to school.

To apply for an extension to a SAT or Practical/Performance SAC, an application must be made using the Application for Extension to a SAT or Practical/Performance SAC form (Appendix 4), and this must be signed by the student and the House Leader. The application must be accompanied by relevant supporting evidence such as a medical certificate. The House Leader will review such applications and determine whether the reason for absence is reasonable.

Please note:

Make-Up SAC sessions will take place at the next available reschedule time. This will either be on Tuesdays during Period 4 or Thursdays after school (3:30pm to 4:30pm). Students **MUST** make themselves available to attend, otherwise they run the risk of attaining an 'N' result. A Compass event will indicate the location for the session. It is the student's responsibility to check Compass for their reschedule time.

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.

If a student misses a rescheduled SAC/SAT date, then the same application process applies.

Being under the supervision of the school first aid attendant is NOT sufficient evidence for a SAC to be rescheduled or a SAT extended.

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

ASSESSMENT

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

Formative Assessment (common to all students at the College studying the same unit of study) is used to improve student learning. It is ongoing and develops the students' understanding of theory and skills to meet the key outcomes of the unit. Formative work allows for the provision of feedback to students about their learning and achievement.

Formative work can include (but is not limited to):

- Individual work tasks
- Group work tasks
- Writing notes
- Summary questions
- Practice SACs and tests
- Readings of set texts
- Self and peer assessment
- Practical activities

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.

ASSESSMENT OF LEVEL OF PERFORMANCE UNITS 1 – 4

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.

A student's performance is measured through the completion of several assessment tasks set by the College. At Units 1-4, this is known as School Assessed Coursework (SAC) and it addresses the Key Knowledge and Key Skills listed in each subject's Study Design. These SAC tasks must be completed satisfactorily in order to achieve the outcome(s) and pass each unit of study. There are common formative tasks that are required to be completed satisfactorily in order to adequately prepare for the assessment tasks and to meet the Outcome of the subject. These tasks will provide opportunities for ongoing feedback and demonstration of the level of student competency. If a student does not achieve a satisfactory score on a SAC, then a teacher will default to the related formative tasks for an indication of whether a 'Satisfactory' (S) can be awarded for an outcome.

Please note:

Original SAC scores will not be changed at any point. If the formative tasks were unsatisfactory, the student will 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), as well as School Assessed Tasks (SATs) for design subjects, and external examinations for all subjects.

SCHOOL-ASSESSED COURSEWORK (SACs)

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' levels 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, practical demonstration, 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.

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.

SCHOOL-ASSESSED TASKS (SATs)

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

- Computing (IT02 and IT03)
- Media (ME03)
- Product Design and Technology (DT03)
- Studio Arts (SA03)
- Visual Communication Design (VC03)
- Systems Engineering (SE03)

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

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.

SUBMISSION OF WORK UNITS 1 – 4

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

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.

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.

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.

STUDENT RECORD KEEPING

Students are required to keep all their coursework as it is a requirement that all formative work is completed to obtain a satisfactory completion.

INTERNAL ASSESSMENT

SATISFACTORY COMPLETION OF UNITS 1 – 4

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

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:

- complete all set formative work, SACs and SATs
- 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.

OUTCOME REDEMPTION PROCESS

Students are expected to complete all tasks set for an Outcome by the due dates set unless an extension of time has been granted. In the event that a student achieves a score of less than 45% on a SAC, they will begin the redemption process.

Step 1: Formative work, which was completed up to the time of the SAC, will be assessed

- If the formative work meets the outcome, an S (Satisfactory) will be awarded for the outcome.
- If the formative work does not meet the outcome, the student will move to Step 2 of the process.

Step 2: Redemption task to be completed

- The teacher will provide a task which meets the components of the outcome not yet adequately demonstrated
- The task must be completed within a set time frame
- If the task is completed to a satisfactory standard, the student will be awarded an S for the outcome.
- If the task is not completed to a satisfactory standard, the student will move to Step 3 of the process.

Step 3: Meeting with the student, subject teacher and House Leader to undertake a verbal redemption.

- The student will be asked a series of questions by the classroom teacher and will be expected to demonstrate knowledge and skills verbally.
- The House Leader will be there to support the student.

- If the student demonstrates the knowledge and skills to a satisfactory standard, they will be awarded an N for the outcome.

Refer to **Appendix 4** for a visual of the redemption process

NOTIFICATION OF AN 'N' FOR A VCE OUTCOME

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 the student has been through the redemption process and has failed to meet the outcome at Step 3 (see above). Receiving an N for an outcome should not come as a surprise to a student or parent as clear communication of the issue will have taken place throughout the redemption process.

Information regarding the 'N' notification is entered into the VASS online database and both student and parent(s) will be notified via Compass and verbally.

INTERNAL EXAMINATIONS

Units 1 and 2

The exam period for Year 11 will be held over one week in June and one week in November. Year 11s are expected to attend all their exams as it is an important experience and excellent practice for the Unit 3-4 exams in Year 12. The exam results will be published on the End of Semester reports.

Units 3 and 4

The practice 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 by VCAA).

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.

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 Application to Reschedule a SAC Units 1-4 form. Only medical certificates, TAFE or approved College activities will be accepted as 'authorised' reasons for absence. It must be understood that failure to provide the relevant documentation does not mean the student does not sit the SAC or complete the SAT. SACs and SATs are a requirement for the successful completion of VCE. A student may receive an NA for the SAC or SAT, which results in no score being awarded against the assessment.

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.

GENERAL ACHIEVEMENT TEST (GAT)

All students enrolled in a VCE Units 3 & 4 sequence or VCE VET scored Units 3 & 4 sequences 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.

From 2022 the GAT will also be used to measure student literacy and numeracy skills. The new standards will indicate whether students have demonstrated the literacy and numeracy skills typically expected of someone completing their secondary schooling – giving another indication of their readiness to move onto further education, training or employment. These results will be placed on individual student attainment of results and if absent, this will be placed on their certificate.

AUTHENTICATION

Students must be aware that it is their responsibility to ensure that the teacher has no difficulty in authenticating their work. 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?

- 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.
- 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.
- 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.
- 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.
- You must not submit the same piece of work to meet assessment requirements in more than one subject.
- 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.
- 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.
- A student who knowingly assists another student is in breach of the VCAA rules and may be penalised.
- 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.
- 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 submitted by a student is queried on authenticity, the teacher will inform the House Leader and the following will occur:

- The teacher may ask the student to provide evidence that supports the authenticity of the work, for example preparation notes, exercises or drafts. Preparation shown to the teacher for the first time after the due date of the piece of work will not be considered.
- The teacher will collate details of the student's class attendance and other evidence of the progress (or lack of progress) of the work being questioned.
- If the authentication of the work is still in question, the student will be required to attend a VCE Breach of Rules meeting. The student will be notified of the meeting 24 hours in advance. The meeting will be attended by the student, the Head of House, the Assistant Principal overseeing Senior School, and a support person of the student's choice (generally a parent or guardian). The support person may attend but will not be allowed to take part in the interview.
- The student will be asked to demonstrate their understanding of the piece of work in the meeting. The student may be presented with evidence challenging the authenticity.
- If the work is deemed to be that of the student's, no further action will take place.
- If a breach of the VCE rules has been determined, there are a number of consequences which may be implemented. They include, but are not limited to, a warning, a mark of zero for the task, an N for the Outcome, up to removal from the VCE. The level of consequence will be proportional to the breach of rules.
- 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.
- You may be required to complete the work again.

LOST, STOLEN OR DAMAGED WORK

A student who has lost work, or who has work stolen or damaged must report this to your House Leader as soon as possible.

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 or use of their onedrive.
- 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.

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).

Unit 3 assessment will be reported by the College in the Semester 1 reports. 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.

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). NA (Not Assessed) may be given in some circumstances.

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. 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.

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.

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**

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 in mid-December.

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 and their literacy and numeracy levels
- 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

From 2022, VCE students will receive a statement of their GAT results, which will indicate whether they have ‘not demonstrated’, ‘demonstrated’ or ‘demonstrated at a high level’ literacy and numeracy standards.

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 Baccalaureate will not receive a VCE certificate as well.

ATAR

VTAC will provide students with calculation of the ATAR, if they are eligible. 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.

SPECIAL PROVISION

WHAT IS SPECIAL PROVISION?

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 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.

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.

POSSIBLE PROVISIONS

There are a number of ways in which schools can make alternative arrangements 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. These include:

- rescheduling classroom activities and/or assessment task,
- allowing the student extra time to complete the task,
- Allowing the student to leave the room for medical reasons,
- Replacing a task with a different type

- 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.

SPECIAL EXAMINATION ARRANGEMENTS FOR EXAMS

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/2021/VCEVCALAdministrativeHandbook2021.pdf>

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.

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 Head of House. 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 Head of House immediately (8458 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: For information about the Derived Examination Score process, refer to page. 150 of the VCE Handbook at <https://www.vcaa.vic.edu.au/Documents/handbook/2022/AdminHandbook2022.pdf>

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 Careers and Pathways Coordinator in early August. Successful SEAS applications will not affect VCE scores but may assist tertiary entry.



REQUEST TO CHANGE A VCE SUBJECT

Date: _____

Name: _____ House: _____ Year Level: _____

This form can only be issued by the House Leader or Heads of House. The completed form must be returned to the Senior School Office as soon as possible.

Subject I wish to change from		Teacher	
Subject I wish to move to		Teacher	

The reason(s) for this request:

Student's signature _____ Guardian's signature _____

.....

SCHOOL ADMINISTRATION (please tick boxes when tasks are complete)

House leader has spoken with student

Current and new teacher have been made aware of change

Request has been: **granted** **declined**

Entered on: Edval VASS Teacher code: _____

Comments

Head of House signature _____



REQUEST TO REDUCE VCE SUBJECT LOAD

Date: _____

Name: _____ House: _____ Year Level: _____

This form can only be issued by the House Leader or Heads of House. The completed form must be returned to the Senior School Office as soon as possible.

Please note that there are very strict guidelines and circumstances under which a reduced load can be requested. Changes will only be accommodated when all of the following criteria are met:

- *The change is consistent with their Career Action Plan and/or student interests*
- *Parents are informed and agree to any change in payments or requirements*

AND at least one or more of the following criteria:

- *Enrolment in a subject at an alternate education setting where confirmation of enrolment has been provided to the school in writing (e.g. Virtual School Victoria, Victorian School of Language)*
- *Participation in elite level extra-curricular pursuits*
- *Significant wellbeing or medical grounds with documentation from a relevant medical professional*

Reduced load applications may require a meeting between the student, parent, House Leader and Head of House/Assistant Principal if further discussion is required.

The subject/s that I DO NOT want to study is/are:

Grounds for reduced subjects (please tick):

- Enrolment confirmation in a subject at an alternate setting (e.g. Virtual School Victoria, Victorian Language School)
- Significant wellbeing or medical grounds, supported by documentation from a relevant medical professional (please attach)
- Participation in elite level extra-curricular pursuits
- Other _____

Please give details that support the grounds for your reduced load. If required, include details of time off campus. Documentation from relevant professionals must be attached.

Student signature _____

Parent signature _____

Pathways / careers counsellor signature _____

House Leader signature _____

SCHOOL ADMINISTRATION

Parent meeting held (date): _____

Outcome of application Granted Declined

Head of House signature _____ Date _____

Edval signature _____ Date _____

VASS signature _____ Date _____

Comments:

Once application has been processed, this document must be filed in the Reduced Load Applications folder in the Senior School for the relevant year.



APPLICATION TO RESCHEDULE A SAC UNITS 1-4

Date: _____

Name: _____ House: _____ Year Level: _____

This form can only be issued by staff in the Senior School Office. The completed form must be returned to the Senior School Office as soon as possible.

Make-up sessions will be held during:

- Period 4 on Tuesdays and
- Thursday afternoons from 3:20 to 4:20 pm.

Students will be placed into the next available make-up session. Students must check their Compass timetables for the rescheduled SAC time. It is the student's responsibility to show up at the allocated time.

Subject for reschedule of SAC		Teacher	
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Reason:

- Medical absence Doctor's certificate provided*
- More than 2 SACs in one day
- School-based activity (e.g. sport). Provide detail _____
- Other
- No reason**

Student's signature _____

*Statutory declarations, chemists notes, and parent notes will not be accepted.

**If the student has no valid reason for missing a SAC, they will be awarded an NA (No Assessment) for the SAC.

House Leader or Head of House notes:

Viewbank College redemption process

