

## Strathmore Secondary College VCE Policy

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**STRATHMORE**  
**SECONDARY COLLEGE**

## Contents

Communication .....	3
Typical VCE Structure .....	3
Unscored VCE .....	3
Minimum eligibility requirements .....	3
Satisfactory completion .....	4
Redemption.....	4
Final Non-Satisfactory result .....	5
Attendance.....	5
Extended absence .....	6
Absence on the day of a SAC or additional assessment opportunity .....	6
Absence on the day of a SAT submission.....	6
Authentication.....	6
Student appeals.....	7
Study periods.....	7
Special provisions .....	8
Disability, adverse family circumstances and/or ill health .....	9

## **The Victorian Certificate of Education (VCE)**

All students should refer to this document in conjunction with the VCE and VCAL Administrative Handbook as well as the other relevant school policies which are accessible on the Victorian Curriculum and assessment Authorities (VCAA) and Strathmore Secondary College's respective websites.

The contents of this policy are relevant to the VCE, excluding the VCE – Vocational Major.

### **Communication**

Compass and emails are the platforms most commonly used for communication. It is strongly encouraged that the Compass application be downloaded, and the College contacted if difficulty on the platform is experienced. Parents should monitor Compass and their emails frequently to receive information about student progress, attendance, and events.

### **Typical VCE Structure**

In Year 11, students are to complete six sequences consisting of either:

- six Unit 1 and 2 sequences; or
- five Unit 1 and 2 sequences and one Unit 3 and 4 sequence, provided the Unit 3 and 4 sequence is completed at the College.

In Year 12, students complete a course of five Unit 3 and 4 sequences in addition to any previously completed units, provided that the total number of Unit 3 and 4 sequences does not exceed six.

Students may complete units externally in the case that it is not offered at Strathmore Secondary College. For programs that differ to those suggested above, students and families should contact the relevant Senior School Team Leader.

### **Unscored VCE**

In Units 3 and 4, students have the flexibility to satisfactorily complete units without completing external graded assessments. This enables students to receive the Victorian Certificate of Education without receiving a study score for Unit 3 and 4 sequences. We refer to this as being an "Unscored VCE" and it can be a valid option for some senior students.

While students may choose to go unscored for one or more sequences, satisfactory completion of the Victorian Certificate of Education and the demonstration of all outcomes via coursework and school-based assessments, is still required. The attendance rate requirement remains unchanged for students who choose to complete an unscored VCE.

It is important to consider the impact of choosing not to complete scored assessments on a student's intended pathway.

### **Minimum eligibility requirements**

To be eligible for the VCE, the minimum requirement is that students satisfactorily complete a total of 16 units which must include:

- three units from the English group (English, English Language, Literature, English as an Additional Language) including both Units 3 and 4.
- three other Unit 3 and 4 sequences which can include further sequences from the English group.

To maintain eligibility in a typical 2-year VCE program, students must satisfactorily complete a minimum of six units including an English unit in Year 11. Students are eligible to request a subject change only within allocated times in Year 11. Additional or multiple subject changes may be facilitated only in extenuating cases and at the discretion of the Team Leader.

### **School-based assessments: School-Assessed Coursework (SACs) and School-Assessed Tasks (SATs)**

The SAC is a scored assessment task that will be completed at (or as close to) the same time for all students. It will assess the level of achievement of the relevant outcomes. Students are required to complete SACs in the time allocated. Any absences from SACs must be approved.

SATs generally involve an extended project or folio work. SATs are conducted over an extended period and work may be taken home intermittently by students. For SATs undertaken outside class time, teachers will monitor and record each student's progress through to completion. This requires regular sightings of the work by the teacher and the keeping of records using the Authentication Record for School-based Assessment form.

Students are provided with feedback on their SAC and SAT performance, which is also reported through Compass learning tasks and is made available to students and parents in a timely manner.

The grade achieved in school-based assessments is not necessarily a student's final grade, as it is subject to statistical moderation by the VCAA.

### **Satisfactory completion**

Satisfactory demonstration of each outcome is required to achieve an overall satisfactory grade for a VCE unit. This is based on teacher judgement of student academic performance and informed by coursework and assessments tasks. If a student does not satisfactorily demonstrate their understanding of the outcome via the completion of coursework, the student and family will be notified that they are at risk of not achieving an outcome. This will be communicated via the Compass platform and/or email. Further opportunities to demonstrate understanding will be provided in the scored assessment and additional assessment opportunity.

To satisfactorily complete a unit, students must demonstrate achievement of the set learning outcomes and meet the College's attendance requirements. To do so the submitted work must:

- demonstrate sufficient understanding of the required knowledge and skills as assessed by the classroom teacher.
- be submitted on time.
- be the student's authentic work.

There must also be no breach of VCAA or College rules. An inability to meet these requirements will result in a Non-Satisfactory Completion of the unit.

### **Redemption**

Redemption is the process of converting a Not Satisfactory grade (N) for a particular outcome to a Satisfactory grade (S).

Students are provided with multiple opportunities, which include coursework and assessment tasks (i.e., SAC), to demonstrate that they can achieve the learning outcome(s) and thus receive an S for the unit. Should a student not demonstrate the achievement of outcome(s) in the coursework and the assessment tasks, they will be provided with an additional assessment opportunity to demonstrate the key knowledge and skills of the outcome(s). The additional assessment opportunity will be decided upon by the classroom teacher and communicated to the student. The additional assessment opportunity will only be used to determine whether satisfactory demonstration of the outcome(s) has been achieved.

In the case of a SAT, students are required to show the progression of their work during coursework checkpoints.

- Should the required work not be submitted at the time of a checkpoint and its development not recorded by the classroom teacher, an at-risk notification will be issued, and the student will have additional opportunities to demonstrate this development. If the development of work is not demonstrated in class, then an N will be issued at the final submission as the submitted work cannot be authenticated.
- Should students submit work that is not of the required standard to demonstrate understanding of the outcome statements at the time of a checkpoint, feedback will be provided, and an at-risk notification will be issued. The student will have additional opportunities to demonstrate understanding until the final SAT submission.

There is no redemption period of assessment beyond the final submission of a SAT. It is the student's responsibility to ensure that all tasks:

- demonstrate sufficient understanding of the required knowledge and skills as assessed by the classroom teacher.
- are submitted by the set date and time.
- have been sighted by the teacher and documented on the formal Authentication Record for School-based Assessment form prior to final submission.

### **Final Non-Satisfactory result**

If a student does not demonstrate a satisfactory level of understanding, as judged by the teacher, the following will occur:

- The teacher will give feedback to the student on the outcome and award an N grade for that unit of study.
- The relevant Team Leader will notify the family and post an N notification document to the student's Compass chronicle.

If an N is received in Unit 3, a student may choose to unenroll from Unit 4 of that study. Students and families should communicate their intention to continue with the relevant Team Leader.

### **Attendance**

To maximise student achievement and outcomes, Strathmore Secondary College requires students to be punctual, attend all classes with the appropriate materials and complete preparatory tasks.

VCE students are required to attend a minimum of 90% of scheduled class time for each VCE unit.

Attendance data for students is available in real time via the Compass Management system. Families are expected to log on to the system using their personal details and monitor their student's attendance. The Senior School team will communicate attendance concerns by following the steps below and welcomes contact from families to support their student's attendance in scheduled classes.

1. At risk notifications will be posted to the student's Compass chronicle to notify parents when a student has several unapproved absences, and their attendance has dropped below the attendance requirement.
2. Failure to improve attendance rates to the specified value may result in an N as student's work cannot be authenticated.

Approved absences do not adversely affect a student's rate of attendance. They are absences that:

- Are covered by a medical certificate or bereavement.
- Relate to the student's participation in another aspect of the College's educational program such as sport, music, excursion, or camp.

- Are relevant to the student's education or career progress (students should consult with their Coordinator in such cases).

Examples of unapproved absences include but are not limited to:

- Unexplained absences.
- Absences covered by a parent or guardian note only.
- Holidays taken during school time.
- Significant and frequent lateness to class. A student who is late to class will be permitted to enter, but significant lateness may be reflected on the student's attendance.

### **Extended absence**

The Coordinator must be informed in writing and in advance of a proposed extended absence, or in the case of unexpected circumstances, as soon as reasonably possible. The communication must clearly outline the reasons for the absence (where relevant, accompanied by medical or other documentation) and be signed by a parent or guardian.

### **Absence on the day of a SAC or additional assessment opportunity**

Students are required to complete each assessment or work requirement on the date specified by their teacher.

- Students who are absent at the time of a scheduled SAC will be required to notify their Coordinator and provide relevant documentation (for example a medical certificate if the absence is due to illness or injury). The documentation must be returned within three days of the first day of absence. It can be provided in person or digitally.
- Students who are absent at the time of a scheduled additional assessment opportunity will be required to notify their teacher and provide relevant documentation (for example a medical certificate if the absence is due to illness or injury). The documentation must be returned within three days of the first day of absence. It can be provided in person or digitally. Once sighted by the teacher, the student should submit the documentation to their coordinator.

If the absence is approved, students will be booked into the next available school assessment session. It is the student's responsibility to check their Compass schedule for the date of their assessment and they should consult their Coordinator if there is any uncertainty.

If the appropriate documentation is not provided, then the absence is unapproved and the opportunity to complete the task will be forfeited.

### **Absence on the day of a SAT submission**

A medical certificate for illness/injury on the submission date of a SAT will not be accepted as a valid reason for non-submission. It is the responsibility of the student to organise delivery of the work by the due date. In the case of an emergency, students should contact their Coordinator or Team Leader. Failure to submit by the original due date will result in a score of zero and, potentially, an N result.

Extension time is interpreted as the granting of extra time beyond that normally allocated to the SAT. Unlike redemption, the work completed in extension time is assessed for the level of achievement. Extra time is only granted in exceptional circumstances. The extension of time should be applied for through the Year 11 or 12 Team Leader in writing at least three days prior to the SAT due date.

### **Authentication**

Students must submit work that is clearly their own and appropriately referenced where other sources are used. Students must not submit the same piece of work for assessment in more than one subject. Students are expected to retain appropriate documentation of the development of their work and may be requested to present such documentation to prove authenticity of work. Students may also be required to submit a

declaration stating that their work is their own.

Teachers will monitor the development of tasks in class, by sighting plans and drafts of students' work and keeping records of their progress. Teachers may ask a student to demonstrate his or her understanding of a task to ensure authenticity. The work submitted will only be assessed when the teacher can attest that, to the best of their knowledge, the work is the student's own.

If an issue of authentication arises, the College may organise a panel to discuss the concern, and then, if necessary, conduct a meeting with the student. A parent of the student may attend in a support role. A letter/email will be sent to the student and family including details of the meeting, the allegation and evidence, and possible penalties. At least twenty-four hours' notice will be given. Following the interview, a decision by the panel will be made in consultation with the Principal. The student and family will be informed of the decision in writing/email, including details of the student's right of appeal.

Records will be kept of each stage of the process and each decision will be made based on evidence collected.

Possible penalties for plagiarism, or for a substantive breach of the College's assessment rules include:

- a verbal or written warning.
- detention or suspension.
- refusal to consider the student's work but an opportunity for the student to resubmit the work if there is sufficient time before the due date for submission of results according to the VCAA schedule.
- refusal to accept the part of the student's work found to have been completed in contravention of VCAA rules and a subsequent determination of the appropriate result for the relevant outcome forming part of the VCE unit.
- refusal to accept any part of the work, resulting in an N for the outcome.

### **Student appeals**

Students may appeal to the VCAA against a decision or penalty imposed by the school, in respect of a contravention of the VCAA assessment rules relating to school-based assessments. An appeal against a school decision must be made in writing to the Chief Executive Officer (CEO), VCAA, no later than 14 days after receipt of the decision. Full details of the appeals process can be found in the VCE and VCAL Administrative Handbook or alternatively on the VCAA website.

### **Study periods**

Students are required to remain on College grounds between their first and last scheduled class. Should there be a breach of this rule, the below consequences will be issued.

- first offence: an afterschool detention on a day determined by the Coordinator.
- second offence: another afterschool detention on a day determined by the Coordinator.
- third offence: an Official Warning.
- further offences will result in one or more of the following: suspensions, parent meetings and/or sign in sheets.

Students should spend their study periods studying in one of the allocated spaces within the college.

### **Special provisions**

The College may approve special provision for both classroom learning and school-based assessments to enable students with a disability, illness, impairment, or a personal circumstance to demonstrate their understanding and participate in classroom learning and assessments.

There are four forms of special provision available:

- student programs
- school-based assessment
- special examination arrangements
- derived examination scores

In each case, there are specific eligibility requirements that apply. For student programs and school-based assessment, the school is responsible for determining eligibility and the nature of the provisions granted. For Special Examination Arrangements and Derived Examination Score applications, the VCAA is responsible for determining eligibility and for granting approval. Students who are eligible for Special Provision are not exempt from meeting the requirements for Satisfactory Completion of the VCE.

In applying for special provisions, the Team Leader is the first point of contact. Students and families should contact the relevant Team Leader if they believe special provisions are appropriate. The Team Leader will decide on the supporting documentation and nature of the Special Provisions should it be appropriate.

#### **Student Programs**

The purpose of special provision in student programs is to help students in defined circumstances complete the VCE in a reasonable time frame. Prolonged absence from school or study is not itself grounds for special provision. The usual provisions granted in this category may include a three-year VCE, a reduction of units of study, compassionate late withdrawal, or application for interrupted studies.

#### **School-based assessment**

Students are eligible for special provision for school-based assessment if their disability, illness, impairment or circumstances prevent them from accessing an assessment and/or demonstrating their understanding accurately. The usual provision granted in this category may include allowing the student rest breaks, extra time, or the use of technology to complete the task. All possible provisions will be dependent on the resources available to the College.

#### **Special examination arrangements**

Students completing a Units 3 and 4 sequence may request to apply to the VCAA for special examination arrangements. Students are eligible for special examination arrangements if it can be demonstrated that achievement on the examination is adversely affected by disability, illness, personal circumstances, family circumstances or long-term impairments. Special examination arrangements may take the form of rest breaks, extra writing time, separate rooms, or the use of technological aids. Please note that it is a school-based decision whether the application will proceed. Applications will have a due date; failure to submit the required documentation by the due date may result in the application not being submitted.

#### **Derived examination score**

The Derived Examination Score (DES) is calculated by the VCAA and may be used as the student's examination result where the student has met eligibility requirements. The DES is intended for students who are ill or affected by other personal circumstances at the time of an examination and whose examination result is unlikely to be an accurate indication of their learning or achievement in the study.



**Disability, adverse family circumstances and/or ill health**

The College must be informed in writing of any disability, illness, impairment and adverse family circumstances as soon as reasonably possible. The request (where appropriate) must be accompanied by documentation from a professional and signed by a parent or guardian.