

DIMBOOLA MEMORIAL SECONDARY COLLEGE

VCE and VCAL Policies and Procedures



A Guide for Teachers, parents and students

This document contains policies and procedures for the operation of the VCE and VCAL at Dimboola Memorial Secondary College. These policies and procedures are framed within the guidelines proved by the VCAA (Victorian Curriculum and Assessment Authority) and recognise that the VCE & VCAL Administrative Handbook takes precedence over school based decisions where any conflict between them occurs.

This document should also be read in conjunction with the **VCE and VCAL Subject Selection Handbook** for Dimboola Memorial Secondary College. (Updated annually)

Much of the content in this policy is derived straight from the VCAA rules and guidelines for VCE and VCAL.

1. ASSESSMENT AND REPORTING OF VCE and VCAL UNITS.

Preamble:

School Assessed Coursework (SACs) and School Assessed Tasks (SATs) are set by the VCAA to assess specific sets of skills and knowledge. Teachers assess the student's level of achievement on the basis of a rating against criteria specified by the VCAA. Schools provide a score for each criterion. The VCAA aggregates these scores into a single total score for each student, which is then statistically moderated against the examination scores in the study. The GAT may also be used in statistical moderation.

Part A: VCE

1. Satisfactory Completion of VCE Units

Satisfactory completion of each unit will be determined on the basis of satisfactory completion of all learning outcomes for the unit as described in the study design for the unit. Students are expected to attend all scheduled classes for each unit. A condition of satisfactory completion of a unit is that no more than nine (9) scheduled periods are missed (80%). Approved absences such as College excursions, work release, absences with a medical certificate or extenuating family circumstances outside the control of the student at the discretion of the Senior School coordinator, are exempt from this requirement.

No additional requirements for satisfactory completion of the unit or of individual learning outcomes will be imposed.

1.2 Levels of Achievement in VCE units 1 and 2 (Assessment Tasks).

- 1.2.1 There will be no overall grade or score used as a measure of achievement.
- 1.2.2 Levels of achievement will be determined on the basis of students' performance on Assessment Tasks. There will be no more than 5 and no less than 3 assessment tasks for each unit.
- 1.2.3 One assessment task will be completed under exams conditions during a time near the completion of the unit, and common to all units. This task will have a duration of between 1 to 2 hours.
- 1.2.4 Assessment tasks should be clearly related to the objectives and/or learning outcomes of the unit.

- 1.2.5 Assessment tasks should not impose extra work load on students beyond that required to satisfactorily complete the objectives to the best of the student's ability.
- 1.2.6 Assessment tasks should provide a fair way for students to demonstrate the standard of work which they are capable of achieving.
- 1.2.7 Student's attitudes and personal characteristics are not part of the graded assessment of their achievements.

1.3 Levels of Achievement in VCE Units 3 & 4 (School Assessed Coursework...SACs)

- 1.3.1 Students will be notified in writing by their unit teachers of the dates for school assessed coursework. (a reminder will be given 1 week prior)
- 1.3.2 School assessed coursework may be rescheduled in the event of an approved student absence (see Section 1). Students need to apply for this through Special Provision (see Section 5).
- 1.3.3 Student absence from school assessed coursework is not grounds for seeking special provision unless it is an approved absence, as explained in Section 1.
- 1.3.4 In the event of unforeseen teacher absence a SAC may need to be rescheduled.
- 1.3.5 Students will be told their score for each piece of school assessed coursework with the proviso that students are told that their total score for coursework may change after moderation.

1.4 Reporting VCE Units

Reporting VCE Units 3 & 4

- 1.4.1 At the completion of each unit students will be provided with a report which has the following characteristics.
 - 1.4.1.1 An overall assessment of S or N to indicate satisfactory completion of all learning outcomes.
 - 1.4.1.2 A summary description of the content of the unit and type of work undertaken.
 - 1.4.1.3 An identification of the learning outcomes of the unit and an assessment of S or N for each.
 - 1.4.1.4 An overall grade for effort.

Reporting VCE Units 1 & 2

- 1.4.2 In addition to the items specified for unit 3 & 4, the following will be included in reports for units 1 & 2.
 - 1.4.2.1 An identification of the Assessment Tasks used with a rating for each of A to E, UG or NA.
 - 1.4.2.2 A grade of NA will be awarded where the assessment task of a student is not assessable due to absence from school or other such reason which has prevented the student from completing the task.
 - 1.4.2.3 A grade of UG will be awarded where the criteria for achieving a grade of E has not been met, including submission of work by the set due date, to indicate that level of achievement is below the minimum regarded as acceptable.

1.4.3 Report sheets to be used will be submitted to the Senior School Coordinator for approval. In granting approval, the Coordinator will be satisfied that the following conditions have been met.

1.4.3.1 The provision set out in sections 1.2 and 1.4 have been adhered to.

1.4.3.2 No comments to be written on year 12 reports in semester 2.

Part B: VCAL

1. Satisfactory Completion of VCAL Units

Assessment within VCAL should be based on:

1. Assessment tasks that are relevant
2. Self-paced learning
3. Instructions that is clear and explicit. Students should know what is expected for each Learning Outcome.
4. The type of activity being undertaken.
5. Tasks that are open-ended and flexible.
6. Assessment of VCAL Outcomes must be flexible, valid, reliable and fair and may include a compilation of a student portfolio of evidence that can include, but is not restricted to: self-assessment, teacher observation, journals, log books, oral explanations or presentations, demonstrations, discussion, photographic evidence, Power Point presentations and classroom discussion

2. Levels of Achievement in VCAL

- a. Students will receive an "S" (satisfactory achievement) for a Personal Development Skills, Work Related Skills and Literacy Skills unit when they have demonstrated competence in ALL learning Outcomes. In the case of Numeracy Skills a student will receive an "S" when the student can demonstrate competence in five of the six Learning Outcomes.

3. Reporting Outcomes for VCAL Units

At the completion of each unit students will be provided with a report which has the following characteristics.

- i. An overall assessment of S or N to indicate satisfactory completion of all learning outcomes.
- ii. A summary description of the content of each Outcome
- iii. An assessment of Developing, Developed for or Not Developed for each.
- iv. An overall effort grade.

1.5 The VCE can include Victorian Certificate of Applied Learning (VCAL) units where the student transfers enrolment from VCAL to VCE *before completing a VCAL certificate*. Intermediate VCAL units may contribute to the satisfactory completion of the VCE at Units 1 and 2 level. Senior VCAL units may contribute to the satisfactory completion of the VCE at Units 3 and 4 level. Foundation VCAL units do not contribute to the VCE. Combinations of VCAL *senior* units may contribute as a VCE Units 3 and 4 sequence but no study score is available.

2. LATE SUBMISSION OF VCE and VCAL WORK

VCE & VCAL

It is integral to both the VCE and VCAL that students accept responsibility for their learning. This involves the adoption of regular study habits and meeting of deadlines.

2.1 Teachers' Responsibilities

- 2.1.1 The teacher of a unit should provide in writing all deadlines applicable to the unit. This includes the dates for completion of learning outcomes, particular parts of learning outcomes and assessment tasks/SACs for VCE Units. As far as possible these dates should be provided at the beginning of the semester. The provision of deadlines and interim dates should be done with the aim of assisting students to plan their time effectively and to maximise the opportunities for students to successfully complete the unit.
- 2.1.2 Deadlines set should provide a reasonable amount of time for students to complete the work required. If the date is not issued at the start of the unit, adequate advance notice should be provided.
- 2.1.3 The teacher should record the submission of work in such a way that any student who fails to meet a deadline can be immediately notified.
- 2.1.4 Work which is submitted should be checked as soon as possible to ensure that it satisfies the requirements in order that work which is unsatisfactory can be brought to the attention of students as soon as possible.

2.2 Late Learning Outcomes (VCE and VCAL Units)

Where a learning Outcome, or a significant part of a learning outcome has not been satisfactorily completed by the due date, the following procedures will apply:-

- 2.2.1 The student will be informed of the situation, including the nature of the work required to satisfactorily complete the task.
- 2.2.2 A letter will be sent to the parents of the student, explaining the reasons for the work being deemed to be unsatisfactory. This will be a standard letter obtained from the Senior School Coordinator. It is the responsibility of the teacher to complete all the details of the letter.
- 2.2.3 Five clear school days will be given for the student to remedy the problem. A further extension of time may be granted by the principal in exceptional circumstances.
- 2.2.4 During the extension of time, the student should be encouraged to consult the teacher to seek whatever help is required, and the teacher is expected to grant all reasonable requests for assistance.
- 2.2.5 If the work has not been satisfactorily completed at the expiry of the extension, the student will be awarded N.
- 2.2.6 Work which has been assessed as N may be resubmitted up until the date set by the school as the final date for the completion of the semester's learning outcomes.
- 2.2.7 No further assistance from the teacher can be expected in relation to work outstanding beyond the extension of time granted.
- 2.2.8 If the student is unable to complete learning outcomes by the final date of the semester, delay of decision on satisfactory completion of the unit may be applied for and will be dealt with under the provisions of the Delay of Decision policy (Policy 3).

2.3 Late Assessment Tasks/SACs/ SATs (VCE)

- 2.3.1 It is essential, to be fair to all students, that all assessments/SACs are completed within the time set for them
- 2.3.2 An extension of time will only be granted for the completion of assessment tasks/SACs if an application for Special Provision has been submitted and approved (See section 3).
- 2.3.3 If as a result of illness or other circumstances, the student is unable to complete the assessment task/SAC by the time set, and, although the requirements of clause 2.3.2 are

met, it is not appropriate to grant an extension of time, then the student will be awarded NA for that task.

3. DELAY OF DECISION ON SATISFACTORY COMPLETION (S/N) VCE & VCAL

A) VCE

Students are expected to complete the learning outcomes for a unit during the semester in which the unit is undertaken. It is expected that a decision to award an S or N for a unit will be made at the end of the semester in which the unit is completed.

In exceptional cases it may be decided to delay the decision about satisfactory completion to allow time for a student who would otherwise receive a result of N, to complete work or resubmit work so that the student's result may change from an N to an S. In such a case the following procedures and principles will apply.

3.1 Consideration to the granting of an extension of time to complete Learning Outcomes will be given in the following circumstances:

- 3.1.1 The student must be able to demonstrate that the non-completion of learning outcomes has resulted from circumstances beyond the student's control. Where it is apparent that learning outcomes have not been completed due to lack of effort on the part of the student, the extension will not be granted.
- 3.1.2 A student will not be considered for extension of time in more than three units in any one semester.
- 3.1.3 A student will not be granted an extension of time to complete more than two learning outcomes for any one unit.
The maximum period for an extension of time will be:-
 - 3.1.4.1 In the case of semester 1 – the last school day of the first week in Term 3.
 - 3.1.4.2 In the case of semester 2 – two school days prior to the date set by the Senior School Coordinator as the final day for the presentation by teachers of information required to complete the Unit Completion Returns to be sent to the VCAA.

3.2 The following procedures will be adopted for VCE

- 3.2.1 A student who seeks a delay in decision regarding the award of S or N must present the request in writing to the teacher of the unit no later than the date on which the work is due. The request should indicate the grounds on which the request is made.
- 3.2.2 In requesting an extension of time for the completion of learning outcomes the following procedures will be used:
 - 3.2.2.1 The request should be lodged on a VCE APPLICATION FROM FOR EXTENSION OF TIME TO COMPLETE LEARNING OUTCOMES which the student will obtain from the VCE Coordinator. A separate form will be used for each unit.
 - 3.2.2.2 After completing the request for extension of time the student will return the form to the VCE Coordinator who will record the date of the request. The VCE Coordinator will present this form to the teacher of the unit who will record whether or not the request is supported.

- 3.2.2.3 If the request is supported by the teacher, and the VCE Coordinator is satisfied that all the requirements are satisfied, the request will be granted and arrangements made as per step 3.
 - 3.2.2.4 If the teacher does not support the request and, when the reasons for this are made known to the student, the student accepts this, this acceptance will be recorded and no further action taken.
 - 3.2.2.5 If the teacher does not support the request and the student is not willing to accept this, the VCE Coordinator will first attempt to achieve agreement between the teacher and the student as to the proper decision. Where it is not possible to reach agreement the matter will proceed to step 3.2.3.
 - 3.2.2.6 The VCE Coordinator and teacher of the unit will negotiate with the student what, if any, extension of time will be granted to complete the learning outcomes and the conditions under which the work will be completed. A written record of the extensions and conditions agreed to is to be made and signed by each of parties; each will be given a copy of this.
- 3.2.3 In the event of there not being agreement, the matter, will be referred to the principal who shall make a decision and provide this, in writing to all parties.
- 3.2.4 The report for the unit in question will be issued at the normal time indicating a result of N. If subsequently, as a result of the granting of an extension of time, the student achieves an S, the report will be rewritten accordingly and all records amended appropriately. It will be the responsibility of the VCE Coordinator to ensure that this process is properly completed.
- 3.2.5 The VCE Coordinator shall be responsible for ensuring that all records relating to the granting of a delay in the decision regarding an assessment of S or N, and the results of such decisions, are maintained in the same manner as other records pertaining to the satisfactory completion of learning outcomes.

4. APPEALS AGAINST DECISIONS OF NON-SATISFACTORY COMPLETION OF A VCE or VCAL UNIT

A student who has been awarded an N for a unit as a consequence of:-

- * failing to meet a school deadline for a learning outcome.
- * failing to meet a deadline where an extension of time has been granted.
- * failing to meet the school attendance policy (See Section 1) has the right of appeal to the school Appeals Committee.

The Appeals Committee is comprised of the Principal or his delegate, the VCE Coordinator and the School Council President. In the case of the VCE Coordinator being the teacher who awarded the unit result, the VCE Coordinator will be replaced by a person nominated by the Principal.

Procedures to be adopted:

- 4.1 A student who seeks an appeal to the school against a decision on non-satisfactory completion of a unit which was awarded as a consequence of failing to meet a deadline or failing to meet the school attendance policy, must present the appeal in writing to the VCE Coordinator within 14 days of receiving notification by the school of the result for the unit.

4.1.1 Notification of unit results will be made by teachers of each unit as soon as practicable after the due date for the final submission of the Learning outcomes for the semester.

As the type and size of learning outcomes will vary greatly for different units, the final submission date for learning outcomes in different units will also vary. Consequently, the date of notification of unit results by teachers will also differ.

As a guide to when notification of results will occur:

4.1.1.1 For semester 1 unit results, unit teachers will notify students on or before the day these results are submitted to the VCDE Coordinator (this will be in the last week of Sem.1).

4.1.1.2 For semester 2 unit results, unit teachers will notify students on or before the day these results are submitted to the VCE Coordinator (for Unit 2 results, this will be in the last week of classes, for Unit 4 results this will be during the second week after classes have finished).

4.1.1.3 In the case of semester 1 unit results where an extension of time has been granted, unit teachers will notify students within one week of the submission of the learning outcome(s) for which delay of decision was granted.

4.1.1.4 In the case of semester 2 unit results where an extension of time has been granted, unit teachers will notify students within one day of the submission of the learning outcome(s) for which delay of decision was granted.

4.1.1.5 Appeals must state the student's name, unit name, teacher and the reason(s) for which the student believes that warrants the appeal.

4.2 The Appeals Committee will meet within 7 days to consider all records relating to the student's case and may interview the student. The student should be given not less than 24 hours' notice of the interview. If the student wishes, a parent or friend may attend the interview in a support role but not as an advocate.

4.3 The teacher who awarded the unit result may be requested to provide additional information by the Appeals Committee, if required.

4.4 The student will be notified in writing of the decision of the Appeals Committee within 7 days of his or her interview. If there is an amendment to the student's unit result after the VCAA deadline, the VCE Coordinator will fax the Certification Unit immediately.

4.5 The VCE Coordinator will be responsible for keeping all records of the Appeals Committee's proceedings for six months after the end of the year in which they applied.

4.6 Decisions in relation to satisfactory completion of units are not subject to appeal to the VCAA by students.

5. SPECIAL PROVISION VCE and VCAL

Special provision is designed to assist students who, under normal circumstances, would be able to cope with the standard of achievement required for the VCE and VCAL as it is specified in the Study Designs.

There are 4 forms of special provision

1. Curriculum delivery and student programs.
2. School based assessment.
3. Special arrangements for examinations
4. The use of derived examination scores.

In each case there are specific eligibility requirements that apply.

5.1 Applying for Special Provision

5.1.1 A student is eligible for Special Provision if, at any time while studying for the VCE/VCAL he/she is:-

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

No Special Provision will be given to a student who has been absent from school or study for prolonged periods and has been unable to satisfactorily complete learning outcomes.

Unfamiliarity with the English language will not be a criteria for Special provision, as provision for this should be made within the Framework of each study design.

5.1.2 It is the student's responsibility to formally notify the principal of the details of circumstances relating to the student's application. The Application form is obtainable from the VCE Coordinator.

5.1.3 Applications should be supported by recent, appropriate documentation, including medical statements and/or certificates, statutory declarations and/or police statements, and/or independent consulting professional.

5.1.4 Applications must be lodged with the VCE Coordinator within 10 school days of the missed SAC for VCE Units (or their return to school, if the application is related to an absence).

5.2 Forms of Special Provision and Eligibility.

5.2.1 Curriculum delivery and student programs for students who are either identified by the school or acknowledged that the usual pattern of enrolment will place them at risk of not being able to meet either the requirements of the unit or satisfactory completion of the VCE/VCAL, the school should develop a VCE/VCAL support group for that student and a management plan. Advice through VCE/VCAL support group to the student should assist him/her to choose an appropriate program of studies, including the choice of studies that take into consideration the nature of the student's hardship and maximises his/her opportunity to learn and succeed.

5.2.2 School based assessment of VCE or VCAL Units.
Students are eligible for Special Provision for school based assessment if their ability to demonstrate achievement is adversely affected by:

- * illness – acute and chronic
- * impairment – long term
- * personal circumstances

Teachers may vary the school assessment program to accommodate student circumstances. This may take the form of:-

- i) re-scheduling an assessment task.
- ii) allowing extra time to complete a task.
- iii) setting a substitute task.
- iv) modifying a task.
- v) use of technology, aides or other special arrangements to undertake assessment tasks.
- vi) deriving a score from other assessments or work completed by a student (this may only be used in circumstances where the above provisions are not feasible or reasonable).

5.2.3 Special Examination arrangements (VCE Units 1-4)

Students are eligible for Special Examination Arrangements if it can be demonstrated that achievement on the examination is adversely affected by:

- 1) Accident or sudden onset of illness
- 2) Personal circumstances
- 3) Long term impairment.

5.2.3.1 Special arrangements may take the form of: (VCE Units 1-4)

- * Extra reading time in addition to official reading time and/or
- * Extra time designated for the examination. and/or
- * Normal time but with appropriate rest periods.

5.2.3.2 Students who are severely affected by their circumstances may be assisted by: (VCE Units 1-4)

- * Permission to use special technological aides.
- * Use of a scribe and/or reader.
- * Presentation of the examination paper on audio tape.

5.2.3.3 Students who are severely affected by their circumstances may be assisted by: (VCE Units 3-4)

- * Use of enlarged, Braille and/or recorded examination papers.
- * Alternative venue.
- * Other arrangements to meet a need.

5.2.4 Derived Examination Score (VCE Units 3-4)

Students are eligible to apply for a Derived Examination Score if within two (2) weeks prior to the examination the student has been significantly adversely affected by their circumstances. Circumstances which may be deemed acceptable are:

- illness (both physical and psychiatric), physical injury or a disability which affects the student's performance on the examination.
- Factors relating to personal circumstances.

Application for a Derived Examination Score is only possible if the claim can be substantiated in writing by an attending professional, AND if the student has at least one Graded Assessment for the school based assessment of the study applied for.

Applications are forwarded to VCAA who make the final decision.

6. RECORD KEEPING VCE and VCAL

It is the responsibility of the VCE and VCAL teacher of the unit to maintain adequate records of the attendance, progress and achievements of the students.

6.1 Records should serve the following purposes:

- 6.1.1 To substantiate decisions regarding the satisfactory completion of learning outcomes and of the unit. In addition the records should indicate each students' progress towards completion of learning outcomes at any stage during the course of the unit, and their attendance at scheduled classes.
 - 6.1.2 To enable the teacher to provide the grades awarded for assessment tasks and to be able to justify these grades.
 - 6.1.3 To provide the necessary information for the verification of VCE unit 3 and 4 SIARs/SACs initially assessed by the school.
- 6.2 Records relating to the completion of and assessment of VCE assessment tasks, should be retained by the teacher until the end of the year in which the unit is taken, for the purpose of ensuring accuracy in reporting procedure.
- 6.3 Detailed records of the basis for awarding of grades for assessment tasks in VCE Units 1 and 2 may be either kept by the teacher or provided to students. In the latter case it is the student's responsibility to produce these records if there is any reason to dispute the grades awarded.
- 6.4 In VCAL, the responsibility lies with the students to maintain a portfolio of evidence of work completed to enable a teacher to verify that Learning Outcomes have been completed to a satisfactory standard.

7. PROCEDURES FOR COLLECTING WORK VCE and VCAL

Because decisions regarding satisfactory completion of units are essentially based on the completion of work as specified by the learning outcomes of each unit, it is necessary that procedures for collecting work are such that any disputes regarding the submission of work will be avoided. In order to achieve this, the following procedures will be adhered to:-

- 7.1 The teacher will keep a record of all VCE and VCAL work submitted by students. This record will be maintained in a manner appropriate for its use as evidence that work has or has not been submitted.
- 7.2 Work must be given directly to the teacher by the student at a time convenient to the teacher.
- 7.3 No teacher shall accept work on behalf of another teacher of the unit unless specifically requested to do so.
- 7.4 Provided the above procedures are adhered to, teachers may adopt further procedures at their discretion.

8. AUTHENTICATION REQUIREMENTS & PROCEDURES for VCE Assessments and VCAL Outcomes

8.1 Rules for students

- 8.1.1 Students must ensure that all unacknowledged work submitted for VCE/VCAL learning outcomes and SIARs/SACs is genuinely their own work.
- 8.1.2 Students must acknowledge all resources used: this will include text and source material and the name(s) and status of the person(s) who provided assistance, and the type of assistance received.

Note: SIARs/SACs should not contain acknowledgements which identify the student, school or teacher.

- 8.1.3 Students must not accept undue assistance from any other person in the preparation and submission of work. Undue assistance would include providing actual adjustments or improvements for a student's work, or dictating or directing a student to insert, particular text. Students may, however, be given advice about the nature of adjustments or improvements to their work.
- 8.1.4 Students must periodically produce appropriate documentation of the development of the VCE/VCAL learning outcome or school-assessed coursework/task. This will enable the teacher to monitor the development of the work and to keep a record of the process and to attest that the work is the student's own.
- 8.1.5 Students must not submit the same piece of work for completion of more than one VCE/VCAL learning outcome.
- 8.1.6 Students must not submit the same piece of work for assessment in more than one VCE SIAR/SAC/VCAL subject.
- 8.1.7 Students must submit a draft and a final copy of a VCE SIAR. Written comments may have been provided by the teacher on the draft. The draft SIAR is to be initialled and dated by the teacher and student.
- 8.1.8 Students should work on SACs in class time, with minimal time out of class to complete the work. Drafts will not be examined by teachers.
- 8.1.9 Students who knowingly assist another student in a breach of rules may be penalised.

8.2 Authentication

Students and teachers are required to attest that all unacknowledged work is genuinely the work of the student.

In order to attest that the work is genuinely that of the student, teachers and students must observe the rules (see Section 8.1). In addition to the rules for students, teachers and students must also observe the following procedures.

- 8.2.1 In the case of VCE SIARs the teacher will monitor the development of the task by seeing plans and drafts of the students work. The teacher will keep a record of the progress – this record should include:
 - * the date the work was sighted.
 - * the signature of both the student and the teacher.
 - * some relevant comments by the teacher on the content and/or development of the work sighted.

An Authentication Record (for SIARs) sheet, or an adaptation of this, can be used to record the teacher's monitoring of the work in progress at key stages.

- 8.2.2 The teacher will attest that the work is the student's own by completing the Declaration of Authenticity.
- 8.2.3 The student will sign the Declaration of Authenticity at the time of submitting the completed task. The declaration will state that all unacknowledged work is the student's own.
- 8.2.4 The work will be assessed only if the teacher can attest that, to the best of his or her knowledge, all unacknowledged work is the student's own.
- 8.2.5 The teacher may consider it appropriate to ask the student to demonstrate his or her understanding of the task at an interview at or about the time of submission of the work.
- 8.2.6 If the SIAR cannot be authenticated, then the matter must be dealt with as a breach of rules relating to assessment (see Section 8.6).

8.3 Steps to be taken in order to ascertain whether a breach of authentication has occurred.

8.3.1 When a teacher believes that a breach of authentication has occurred, he or she will notify in writing the VCE Coordinator as soon as possible by completing a Breach of Authentication form. The "Authentication Record (for SIARs/SACs) Sheet" should also be attached. The submitted Breach of Authentication form will include one or more of the evidence requirements outlined in Section 8.4.

8.3.2 If, on the basis of the submitted evidence, the VCE Coordinator believes that there is any possibility that a breach of authentication has occurred, the Breach of Authentication Committee will meet within 7 days to consider the records relating to the matter, and may interview the student. The student should be given not less than 24 hours' notice of the interview. If the student wishes, a parent or friend may attend the interview in the support role but not as an advocate.

8.3.3 The teacher who submitted the Breach of Authentication form may be requested to provide additional information by the Breach of Authentication Committee, if required. The Breach of Authentication Committee is comprised of the Principal or their delegate, the VCE Coordinator and the School Council President or their delegate. In the case of the VCE Coordinator being the teacher who submitted the Breach of Authentication form, the VCE Coordinator will be replaced by a teacher nominated by the Principal.

8.4 Evidence required to ascertain whether the work in question is the student's own.

The nature of evidence required for a substantive breach of the rules for learning outcomes and school assessed SIARs/SACs may include one or more of the following:

- * record of student absences.
- * brief record of a teacher(s) judgement about the authenticity of particular work.
- * samples of other student work similar or identical to the presented by the student.
- * samples of other work by the student.
- * photocopy of relevant source material from which unacknowledged work was obtained.

- * teacher's record of the absence of drafts (the Record of Work in Progress Sheet or the teacher's adaptation of this will suffice).
- * any admission from the student that work submitted was not his or her own.
- * brief record of the outcome of an interview where a student has been asked to demonstrate his or her understanding of a learning outcome or SIAR.

8.5 Action if a breach of authentication occurs.

Principals must be informed of all inquiries into possible breach of rules relating to assessment. All penalties imposed by the college must have the approval of the principal.

Should the college be satisfied, on the basis of evidence, that there has been a substantial breach of rules, then the principal has the power to:

- * reprimand a student.
or
- * give the student the opportunity to resubmit work if this can occur within the dates designated by the VCAA;
or
- * refuse to accept the part of the VCE/VCAL learning outcome or SAC/SIAR which infringes the rules and base a decision whether to award the VCE/VCAL learning outcome an N or an S and/or any SAC/SIAR score solely on an assessment of the remainder. It may lead to the work being awarded UG (Ungraded) for some SIARs/SACs in some studies. The college should seek advice from the Manager, School Assessment, VCAA about allocating an appropriate grade.
or
- refuse to accept any or all of the VCE/VCAL learning outcome or SAC/SIAR if the infringement is judged by the principal to merit such a decision, in which case an N will be awarded for the learning outcome and/or an NA (Not Assessed) entered on VASS(for the SAC/SIAR).

When work was initially accepted for assessment and a breach of discipline is discovered after the initial assessment has been made, the principal shall determine which of the above penalties shall be imposed and this may result in a change of the original result from an S or an N in accordance with the above procedure.

If an N is awarded for a VCE/VCAL learning outcome then as a consequence an N may be awarded for the unit concerned.

The College may seek advice from the VCAA Secretary about selecting an appropriate penalty.

8.6 Procedure if penalty imposed.

8.6.1 The student will be notified in writing by the Principal of the decision of the Breach of Authentication Committee within 14 days of the decision being made. If a decision is made to impose a penalty under Section 5, the notification will include the decision made about the following matters:

- * the nature of the breach of rules by the student.
- * the reason for a decision being made that a breach of rules has occurred and the evident supporting this;
- * the penalty to be imposed;
- * any right to appeal of the VCAA; and
- * that this appeal must be lodged within 14 days of receipt of notification from the principal.

8.6.2 The principal should inform the VCAA using a report of variation of SAC/SIAR results in response to breach of VCE rules by student only where the penalty involved involves downgrading or cancelling a previously awarded grade, or accepting part of a SAC/SIAR.

8.6.3 The VCE Coordinator will be responsible for keeping all records of the Breach of Authentication Committee's proceedings in order that this material is available for the VCAA administrative review or Discipline Committee.

8.7 Appeals

The student shall have the right of appeal to the VCAA if the penalty has been imposed because of a breach of rules set out in Section 1. Students may appeal against the decision of the principal on one or both of two grounds:

- * that a breach of rules set out in section 1 by the student had not occurred.
- * that the penalty imposed was too severe.

The student shall have right of appeal to the VCAA against a decision not to authenticate work but only if plans or drafts of the work have been sighted during the period when the learning outcome or the school-assessed SAC/SIAR was being undertaken.

Plans or drafts shown to the teacher for the first time after the date the learning outcome or the school assessed SIAR/SAC was due shall not be considered.

A student's intention to appeal must be received in writing at the VCAA within 14 days of the principal's written notification to the student. Correspondence must be addressed to the Board Secretary.

9. LOST, STOLEN OR DAMAGED WORK VCE and VCAL

Students are responsible for keeping work in a safe environment to avoid the chances of work being lost. In the case of electronically kept work, it is the student's responsibility to keep back-up files to minimise the chances of work files being lost.

If work which has a bearing on the student's completion of VCE or VCAL learning outcomes or performance or assessment tasks is lost, stolen or damaged, this must be reported to the VCE Coordinator who shall be responsible for keeping records of such incidents.

The student or teacher who has lost or damaged the work, or who has had work stolen, will need to complete a written statement describing the circumstances. Statements should be made on the special form designed for this purpose.

The principal acting on advice from the teacher, shall determine:

- 9.1 the unit result for the student. Where appropriate, Delay of Decision procedures may be applied in the first instance.
- 9.2 the grade for the assessment tasks in the case of a VCE unit 1 and 2.

10. UNSUPERVISED EXCURSIONS

10.1 These are to be arranged in accordance with the DMSC Excursion Policy.

11. PRIVATE STUDY VCE and VCAL

11.1 Private study time allows students a degree of flexibility in their school work in order to carry out the variety of activities which are part of the VCE/VCAL program. Private study time also provides a means by which students learn to manage their time and organise themselves so that they are better able to effectively use their time as they progress through education.

11.2 All students who have Private Study, will be required to work in the Library under the supervision of the librarian.

11.3 Students involved in unsupervised private study are expected to behave in a responsible manner and use their time profitably. Any movement around the school to use resources or consult teachers, should be done in such a way as to minimise disruption to classes. Student use of private study time will be monitored by the appropriate level coordinator who may make special arrangements for any student whose use of unsupervised private study time is not satisfactory.

11.4 Students are expected to conduct themselves in private study in the same manner they would in a timetabled class. If any student's performance, in private study time is unsatisfactory, the appropriate level coordinator will be informed.

12. VCE and VCAL STUDENTS OUT OF CLASS

Because of the nature of both VCE and VCAL studies, it is recognised that there are valid reasons for students to be engaged in activities outside the classroom. Such activities could include library research and access to computers. It is also recognised that students can be expected to act in a mature fashion without constant direct supervision and should be treated accordingly. Students, in accepting this trust, must accept responsibility for their own actions, including the consequences of inefficient use of their time.

In order to implement these principles the following procedures will be applied:-

12.1 All VCE and VCAL students are expected to attend every class punctually.

12.2 Where the teacher considers it appropriate, a student may be permitted to be out of class.

12.3 A student who has been granted permission to be out of class is expected to carry out the request without causing disruption to any other class or student.

12.4 If a teacher observes a VCE or VCAL student out of class who is not behaving in the expected manner, he/she should instruct the student to do so, and inform the class teacher or level coordinator of the student's behaviour.

12.5 VCE and VCAL students should be able to be out of class without being challenged by teachers so long as their behaviour is acceptable.

12.6 It is the responsibility of the level coordinator to monitor the way in which individual students behave when permitted to leave the classroom and, where this freedom is abused to take appropriate action. Such action may include banning a student from leaving classes.

13. STUDENT PROGRESS THROUGH THE VCE and VCAL

Preamble

This policy aims to address the problems which may arise when students continue to study subjects in which they have demonstrated a lack of success or aptitude, or commence the study of a subject in which they have lack of preparation. The presence of such students in a class may be harmful to the progress of others due to the inordinate amount of teacher time required by such students. Also, it is the responsibility of the school to ensure that students select courses with the assistance of the most effective guidance which we can provide. Procedures which prevent students from making inappropriate course choices are a part of this guidance.

Policy

DMSC acknowledges the advice provided by the VCAA regarding the point of entry to each VCE study. DMSC also accepts the responsibility for providing advice to enable students to make successful progress towards completion of the VCE. This includes the setting of prerequisites if a year 10 student selects studies of Unit 1 or 2, and the setting of prerequisites studies for entry into units 3 and 4 of each study. These prerequisites will be made known to students and parents at the time of deciding courses.

Part 1: Year 10 students commencing a Unit 1 or 2 study:

13.1 When determining student courses when entering Year 10, in order to be accepted into a VCE Unit, students would normally be expected to have:

- An excellent academic record
- An excellent effort record
- An interview with the VCE Coordinator, the relevant subject teacher and a parent/carer.

13.1.1 Have an assessment grade average of 80% or more on the relevant Victorian Curriculum across all studies taken at Year 9 level. Also, it would normally be expected that the student selecting a VCE study would have achieved at least an 80% grade in units closely related to the VCE study being selected.

Part 2: Students continuing their VCE studies beyond Unit 1 & 2

Unless specified otherwise, it is the expectation that students will complete at least one unit of a study successfully prior to commencement of the study at unit 3 and 4 level.

13.2 When determining student courses for the second year of the VCE, before enrolling in units 3 & 4 students will normally expect to have:-

13.2.1 Satisfactorily completed units 1 &/or 2 of the study as provided by DMSC **and**

13.2.2 Achieved an average grade of at least 2.5 in the last unit of the study undertaken (this would be based on ABCD grade for assessment being converted to a 5 point scale, then averaged).

13.3 Where these conditions have not been met and the student wishes to undertake the study at units 3 & 4 level, this will be the subject of negotiation between the student, at least one parent or carer, VCE Coordinator, the Careers teacher and the subject teacher.

13.4 An exception to this procedure may be applied where a student successfully completes units 1 & 2 level but wishes to change course and undertake units 3 & 4 of a different study. The teacher of the relevant units 3 & 4 may grant approval to commence the study at this level. If this approval is not granted and the student persists in the request, the matter will be resolved by negotiation as above.

13.5 Whenever, as result of the operations of the provisions of this policy, a parent or carer has been requested to discuss the student's progress, the student will not be permitted to proceed with the requested course unless this discussion has taken place.

14. CONTROL OVER MATERIAL EXTENDING OUTSIDE THE COLLEGE

It is necessary that a measure of control be exercised over material related to student work which is communicated beyond the college so that:

- The college is not associated with the communication of inappropriate, misleading or untrue information.
- The reputation of the college and its students is not damaged by the public circulation of poorly presented material.

In order to achieve this, in all cases where it is proposed to communicate beyond the school the following procedures will be adopted:

- 14.1 The content and presentation will be approved by the subject teacher and a copy retained by the teacher.
- 14.2 Where some response is sought from people outside the college, such as a survey or questionnaire, an explanation of the purpose and authorisation will be provided in writing by the teacher over his/her name. Wherever appropriate this will be included on the material seeking the response.
- 14.3 Where information is obtained from outside the school, such information will not be communicated beyond the school unless the intention to do so has previously been expressly communicated to those people providing the information.

15. STUDENT ORGANISED ACTIVITIES WITHIN THE COLLEGE

While students are encouraged to conduct activities for other students within the school, it is recognised that the responsibilities for supervision must be met.

Students wishing to organise and/or conduct activities for other students, either as part of their studies or out of interest, should submit the organisational details in writing to either their relevant class teacher or to the SRC Coordinator.

The teacher concerned should satisfy him/herself that appropriate supervision has been organised and provide a copy of the organisational and supervision details to Assistant Principal.

The Assistant Principal shall have power to refuse the conduct of the activity on the grounds of inadequate or inappropriate supervision.

16. ACTIVITIES CONDUCTED BY STUDENTS OUTSIDE THE COLLEGE

DMSC encourages and supports students wishing to conduct appropriate work related activities outside the college precincts and outside hours. In doing so DMSC recognises it has a responsibility to ensure that such activities are conducted with due regard to the safety and wellbeing of all people involved.

Students wishing to conduct such activities must:

- 16.1 Gain approval from the relevant teacher that the activity is appropriate to the study being undertaken.
- 16.2 Gain permission from the principal to proceed with the planning of the activity, including clarification of the expectations which such planning will meet.
- 16.3 At least one week prior to the activity, submit in writing to the Principal the detailed plans for the conduct of the activity. On the principal's approval of such arrangements the activity will be an official DMSC function.

17. VCE ASSESSMENT TASKS UNDER EXAM CONDITIONS

Extra Time

This is provided for in Section 5- Special Provision

Mobiles Phones and Smart devices

ALL phones, Apple watches, etc are strictly prohibited in all VCE Assessment Tasks and exams. Breach of this rule may result in a "N" grade for that task.

Calculators and Watches

Treated as per VCAA policy regarding the conduct of the examinations in the VCE Administrative Handbook. DMSC is to appoint a designated person to check calculators at the start of the listed exams, as NO graphics calculators are to be used in these exams - Accounting, Chemistry, Environmental Science, Information Systems, Physics and Systems and Technology & VCE VET Electronics.

Unit Teachers Access to Exam Room (Unit 1 and 2)

- During the 10 minutes reading time the teacher of the unit(s) may be in attendance to respond to any requests for clarification from students or inform students of any corrections or alterations of the exam paper.
- Once the writing period has begun, no further communication will be made by the teacher and the teacher of the unit will not enter the room for this purpose.
- If a student requests any clarification of the exam paper they should be informed by the supervisor to use their best judgement.
- If the teacher of the unit finds it necessary to inform students of any matter relevant to the exam after writing has commenced, it should be prepared in writing and given to the supervisor to distribute to each student.

Rules for the Conduct Exams

- 17.1 A student shall obey and observe any instructions or directions given in the exam room by the supervisor.
- 17.2 Students arriving late for the exam will be admitted to the exam room provided they arrive before half an hour has elapsed from the starting time. Students so admitted must complete their exam within the stated time.
- 17.3 Students arriving after half an hour from the starting time may be Admitted only on the following grounds:
- (a) The student is admitted to the room on the understanding that The unit teacher may choose not to accept the student's completed exam.
 - (b) At the conclusion of the exam, the student completes a form Indicating:
 - (i) the reason for being late for the exam.
 - (ii) That the student has not seen or read the exam paper prior to his or her admittance.
 - (iii) That the student has had no communication with anyone who has had access to the contents of the exam paper.
 - (iv) That the student accepts that his or her exam answers may not be accepted by the teacher.
 - (c) No extra time will be given for the completion of the exam unless this has been arranged under the Special Provision Policy (see Section 5)
- 17.3.1.1 No student will be allowed to leave the room before the time for completion of the exam has elapsed, except as provided for in the rules 11 and 12
- 17.3.2 No student may communicate with another student in the exam room while the exam is being conducted.
- 17.4
- a) No student shall bring into the exam room any loose notes, paper, manuscripts, books or notebooks or other materials unless their use during the exam has been expressly permitted. Any such books or notes which have inadvertently been brought into the exam room, must be placed in a section of the room as directed by the supervisor.
 - b) No student shall bring into the exam room any mobile phone, electronic communication device, such as organiser, dictionary, computerised watch or storage device such as an ipod, which is capable of storing, receiving or transmitting information or electronic signals.
- 17.5 No student may, during an exam, possess or use unauthorised books or papers or notes or other materials or give assistance to another or through culpable negligence allow another to copy or otherwise use any materials or accept assistance from another or fraudulently, dishonestly or unfairly use any materials or in any other whatsoever act dishonestly or unfairly or cheat or conspire to do so.
- 17.6 A student may study the directions for the exam and the questions but not begin to write or in any way mark the exam paper or answer booklet or paper until the signal to write is given.

- 17.7 If a student requires paper or materials, or if a student wishes to speak to the supervisor, the student must raise his or her hand.
- 17.8 No food or drinks, other than water in a clear bottle, may be taken into the exam room except under special circumstances which will be communicated to the supervisor by the person responsible for the conduct of the exams.
- 17.9 No student shall by any act or omission cause any nuisance, annoyance or interference to any other student. If the student does not comply with an instruction given by the supervisor to cease any nuisance, annoyance or interference to any other student then that student shall not be entitled to complete the exam and shall be given a "Leave the Room" notice, and shall leave the room immediately.
- 17.10 A student who leaves the exam room may not be readmitted unless they have requested permission to do so from the supervisor for reasons of personal comfort. Where a student is permitted to leave the room they should be accompanied by a supervisor.
- 17.11 A warning signal will be given five minutes before the end of time for writing. No student will be permitted to leave the room after this signal until all students are instructed to leave.
- 17.12 Once the signal is given that the time for completing the exam has expired no student shall continue to write.
- 17.13 At the end of the exam, each student must remain silent and in their place until all materials for assessment has been collected. Only then will the supervisor give the direction for students to leave the room.

18. DISTRIBUTION OF VCE GRADES RECEIVED

- 18.1 The statement of verified grades and scores are a communication from the VCAA and VTAC to the student, sent to the school.
 - 18.1.1 Dimboola Memorial Secondary College will be responsible for preparation of reports from VCAA for distribution to students and elsewhere as indicated in this policy.
 - 18.1.2 Dimboola Memorial Secondary College will be responsible for preparation of reports from VTAC.
- 18.2 The distribution of the statement of results will be under the control of the Dimboola Memorial Secondary College who is expected to make provision for students to receive the statement of results at the end of the school day in a way which respects their privacy. If necessary, the teacher in charge of the VASS, the Careers Teacher and the VCE Coordinator will be released from normal duties in order that this procedure may be completed appropriately as determined by the Principal.
- 18.3 Release of results to other people:
 - 18.3.1 The distribution of information, and the timing of this distribution, on students' results should be based on the principle that students have a right to expect that knowledge of their results should be between themselves and others in whom they choose to confide.
 - 18.3.2 The statement of results for each unit will only be disclosed to others if signed permission is provided by the student. Disclosure of results may only be to
 - Teachers of the unit

- For awards purposes

NOTE: Under no circumstance will the signed permission form

- a) lead to disclosure of results to denigrate the student
- b) allow results to be used for external or promotional purposes
- c) allow results to be used for any other reason other than the primary reason it was released to the school.

18.3.3 A copy of the results for each student will be supplied to the Dimboola Memorial Secondary College as near as possible to the same time that they are distributed to students. The purpose of supplying this information is to assist in maintaining information relevant to the students' progress, and for counselling purposes.

18.3.4 A copy of the results for each unit will be kept on file by the Dimboola Memorial Secondary College for the purpose of maintaining accessible records for legitimate purposes.

19. ENROLMENT, COURSE SELECTION AND COURSE CHANGES

19.1 Enrolment in the VCE/VCAL

The VCE and VCAL Coordinators will have sole responsibility for collection and recording of student enrolment details and will deal directly with students for this purpose.

19.2 The course Selection Process

This will involve cooperation between the Dimboola Memorial Secondary College and the Pathways/Careers Coordinator. The process will be as described below.

19.2.1 Information relevant to the production of the course selection material will be made available to the Dimboola Memorial Secondary College by the relevant members of the leadership team.

19.2.2 The Dimboola Memorial Secondary College and/or VCAL Coordinator will be responsible for the preparation of a Course selection handbook and the necessary course selection and counselling instruments.

19.2.3 A timeline for the completion of the course selection process will be determined by the VCE and VCAL Coordinators.

19.2.4 The VCE and/or VCAL Coordinators will organise the distribution of the course selection materials and convene a meeting of students, parents and relevant staff to explain the process involved in the selection of courses.

19.2.5 The VCE and/or VCAL Coordinators will ensure that the process of counselling students in the selection of appropriate courses organised and completed according to the agreed timeline.

19.2.6 The completed and checked course selection forms will be processed by the VCE and VCAL Coordinators who will inform the daily organiser who will generate and distribute relevant class lists to teachers, and Assistant Principal.

19.3 Change of Course

The Dimboola Memorial Secondary College will be responsible for the collection and recording of any changes in units for which students are enrolled and will deal directly with students for this purpose. Students must submit a completed **Change of Course** form to the Dimboola Memorial Secondary College after following the consultation procedure adopted by the college. Amended class lists will be produced and distributed to teachers.

20. COMBINED CLASSES

DMSC will provide combined classes of Units 1 & 3 and Units 2 & 4, where this is considered appropriate, in order to broaden the range of VCE units which it offers to students. In doing so, it is recognised that such an arrangement imposes extra requirements on the teacher, and extra responsibilities on students in such classes. In order to ensure that VCE units provided under such arrangements are as effective as possible the following limitations are placed on students wishing to enrol:

- 20.1 No student may enrol in Units 3 & 4 unless they have satisfied the conditions laid down in Policy 13: Student Progress Through the VCE
- 20.2 No student may enrol in Units 1 & 2 of a study offered in a combined class unless they have satisfactorily completed a related unit in the middle school and displayed both competence and a positive attitude to the satisfaction of the teacher concerned.
- 20.3 No student may proceed to a Unit 2 of study offered in a combined Class unless they have satisfactorily completed all of the requirements of Unit 1 and displayed a level of independence and responsibility appropriate to the situation.
- 20.4 No student may enrol in a combined class for Unit 2 unless they have completed Unit 1.

21. VIRTUAL SCHOOL

Dimboola Memorial Secondary College will endeavour to offer a broad range of subject offerings at the VCE level. However, should a subject not be able to be offered, every effort will be made to source that subject via the Wimmera Virtual School or Victoria Virtual School. Dimboola Memorial Secondary College will also offer to deliver subjects to other schools, if a suitably qualified staff member is available to teach it.

- 21.1 Students who enrol in a Virtual subject must have demonstrated an exemplary work ethic in their junior and middle schooling. Students who are not suited to studying via a virtual mode, may be counselled to select another subject.
- 21.2 Students who enrol in a Virtual subject should be able to demonstrate how that subject is a prerequisite for future study or is a particular area of strength.
- 21.3 Students who miss a timetabled class to attend their Virtual class, must use their spare periods to catch up on any missed work.
- 21.4 It may be necessary for students enrolled in a Virtual subject to attend the host school for practical tasks. E.G. – a Biology experiment. The student may need to arrange their own transport to this offsite class.

22. DISTANCE EDUCATION

Dimboola Memorial Secondary College will endeavour to offer a broad range of subject offerings at the VCE level. However, should a subject not be able to be offered, the student may opt to undertake the course through Distance Education Victoria. (If it is offered.) Dimboola Memorial Secondary College will assign a staff member to assist with the distribution and collection of SACs and other assessment tasks.

- 22.1 Students who enrol in a Distance Education subject must have demonstrated an exemplary work ethic in their junior and middle schooling. Students who are not suited to studying via an online mode, may be counselled to select another subject.
- 22.2 Students who enrol in a Distance Education subject should be able to demonstrate how that subject is a prerequisite for future study or is a particular area of strength.

23. INCLUSION

Dimboola Memorial Secondary College will ensure access to VCE and VCAL courses to all students where practicable. Students will be supported to apply for special provision (See Section 5) where appropriate.

23.1 The school will provide classroom support for students with physical impairments to ensure that they can access their VCE or VCAL studies and classrooms resources.

23.2 Students with mental health conditions will be supported by internal and external counselling (where appropriate and available) and be provided with access to other in-school supports to enable them to continue with their studies.

23.3 Where appropriate, the VCE or VCAL course can be spread over three years as a means of supporting students with special needs.

23.4 Satellite VCAL is also available for students who cannot attend mainstream classes. (See Section 24)

24. SATELLITE VCAL

Dimboola Memorial Secondary College offers a Satellite VCAL course for those students aged 16 and over, who have become disengaged from mainstream school. This course is offsite, delivered via a range of modes – with visits arranged either at school or offsite, at least once a week.

Please refer to the Satellite VCAL Policy for further information.

This policy was last updated in October 2019 and will be reviewed in October 2021.