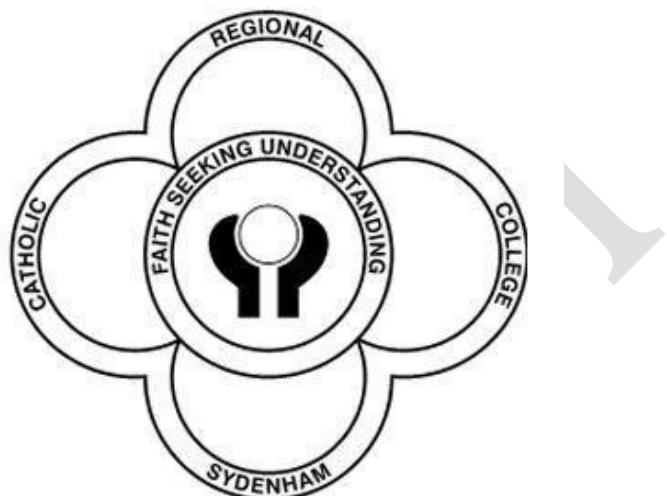


Catholic Regional College Sydenham



Senior Pathways Staff Administrative Handbook

2019

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Introduction

The Victorian Certificate of Education (VCE) and Victorian Certificate of Applied Learning (VCAL) are certificates conducted under the auspices of the Victorian Curriculum and Assessment Authority, a Victorian Government instrumentality. The VCAA has directed Colleges to formulate their own policies and procedures relating to:

- the work that students are required to complete;
- how students submit their work;
- procedures for obtaining an extension of time to complete a task;
- class attendance requirements;
- timelines and deadlines for submitting tasks;
- internal school appeal procedures.

In accordance with this direction Catholic Regional College Sydenham provides the enclosed information for use by all staff.

Completion of the VCE or VCAL may lead to a variety of future options including employment and/or further study at TAFE or University.

At Catholic Regional College Sydenham our guiding principle is to ensure each student achieves their best through engagement in a learning pathway that allows them to develop their own unique gifts and talents. We strongly encourage students to select learning programs for which they have demonstrated a propensity and clear capability.

Both the VCE and VCAL reflect the College's commitment to academic rigour and we strive to achieve results for each student that exemplifies excellence for that student. To that end we will guide students into courses that are appropriate for them and will be proactive in ensuring their capacity to undertake selected studies or combinations of subjects prior to the commencement of their final years.

Students and parents need to be aware that the move into senior secondary education has additional responsibilities for students and increased expectations. For example, skills such as time management and organisation will be dependent more on the student's own self-discipline and self-motivation than in previous years.

Catholic Regional College Sydenham provides course selection and careers advice to all students. However, it is important that, before committing to a particular course, students and parents avail themselves of other information beyond this guide. These additional sources may include past and present students, current teachers, other parents, employer groups, tertiary institutions and career centres.

2019 Academic Program Overview

Week	WK	Year 12	Year 11	College Events
W1 Jan 28 - Feb 1	A	Semester 1 – 1	Semester 1 - 1	
W2 Feb 4 -8	B	2	2	SLG Camp/Academic Assembly
W3 Feb 11 -15	A	3	3	
W4 Feb 18- 22	B	4	4	Opening Mass
W5 Feb 25- Mar 1	A	5	5	
W6 Mar 4 -8	B	6	6	Year 12 Modified Timetable Year 11 Retreats Th&Fr
W7 Mar 11 -15 (Labour Day)	A	7	7	
W8 Mar 18 – 22	B	8	8	
W9 Mar 25 – 29	A	9	9	Th 28 Italia Trip
W10 Apr 1-5	B	10	10	Wed 3 NY trip Interim Reports Due
W1 Apr 22(EASTER MONDAY) - 26 (ANZAC DAY)	A	11	11	Friday Student Free Day
W2 Apr 29 – May 3	B	12	12	Practice GAT (Hall)
W3 May 6 - 10	A	13	13	
W4 May 13 - 17	B	14	14	College Production
W5 May 20 - 24	A	15	15	Endeavour Awards Assembly Sat. Academic Testing Y11 2020
W6 May 27-31	B	16	16	Friday Student Free Day
W7 June 3-7	A	17	17	Thursday Year 11 Exam Commence
W8 Jun 10 - 14 (Queen's Birthday)	B	ORAL, ELA /LIT TRIAL, GAT, ENG TRIAL	Sem 1 Exams	Wed. GAT exam
W9 Jun 17-21	A	Semester 2 - 1	Semester 2 - 1	Sem 1 Reports
W10 Jun 24- 28	B	2	2	Wed. College Feast Day
W1 Jul 15- 19	A	3	3	Th/Fr PST Interviews
W2 Jul 22 - 26	B	4	4	
W3 Jul 29 – Aug 2	A	5	5	Wed. Twilight Open Day / Careers Expo Thu Student Free Day Fri Eng Orals - no Year12 Classes
W4 Aug 5 - 9	B	6	6	Mon 9:00am VTAC Assembly - Year 12 Thu 12:00pm College Mass Fri ACC Awards Ceremony & NK Course Selection
W5 Aug 12 -16	A	7	7	Monday Course Selection SA Fri Course Selection Day CS
W6 Aug 19 - 23	B	8	8	Year 11 2020 Course Confirmation Evening
W7 Aug 26 – 30	A	9	9	Wed Year 12 2020 Course Selection Day (8:30am - 10:00am & 4:00pm - 7:00pm)
W8 Sep 2 - 6	B	10	10	
W9 Sep 9-13	A	11	11	
W10 Sep 16 - 20	B	12	12	
Unit 3-4	TRIAL	EXAM	PERIOD	Th 26/9 - Fr 4/10
W1 Oct 7 - 11	A	13	13	
W2 Oct 14- 20	B	14	14	SYDFEST
W3 Oct 21 - 24	A	15	15	Th Cluster Feast Day Fri Yr12 Breakfast

		Classes Conclude		& Graduation
W4 Oct 28 - Nov 1	B		16 All Yr 11 classes end	
W5 Nov 4 - 8(Melb Cup)	A			Promotion Interviews
W6 Nov 11 - 15	B			
W7 Nov 18 - 22	A		Step Up – Week 1	Sem 2 Reports Year 11 Only
W8 Nov 25 - 29	B		Step Up – Week 2	
W9 Dec 2 - 6	A		Orientation – Week 1	
W10 Dec 9 - 13		Staff Week		13 December Results released by VCAA

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2019 Subject Listing by Learning Area

RELIGIOUS EDUCATION – Rebekah Vandenberg

VCE Religion and Society (Units 1-4)
VCE Texts and Traditions (Units 1-4)
VET Applied Religious Education
Yr. 12 RE choices:
Applied Religious Education
RE Community Service
RE Faith in Action
Religion and Art
Religion and Music Performance
(Choir/Band)

SCIENCE – Christelle Upham

VCE Biology (Units 1-4)
VCE Chemistry (Units 1-4)
VCE Physics (Units 1-4)
VCE Psychology (Units 1-4)
VCE Environmental Science (Units 1-4)
VET Cert III in Laboratory Skills (Yr 1-2)

HUMANITIES – Catherine Calder

VCE Accounting (Units 1-4)
VCE Business Management (Units 1-4)
VCE Economics (Units 1-4)
VCE Geography (Units 1-4)
VCE History-20th Century (Units 1-2)
VCE History-Australian (Units 3-4)
VCE History –Revolutions (Units 3-4)
VCE Australian and Global Politics (Units 1-2)
VCE Australian Politics (Units 3-4)
VCE Global Politics (Units 3-4)
VCE Legal Studies (Units 1-4)
VET Cert II/III in Business (Yr 1-2)

TECHNOLOGY – Renee Micallef

VCE Product Design & Technology – Fabrics (Units 1-4)
VCE Product Design & Technology –Wood (Units 1-4)
VCE Food and Technology (Units 1-4)
VCE Computing (Units 1-2)
VCE Informatics (Units 3-4)
VCE Software Development (Units 3-4)
VCE Systems Engineering – Electronics (Units 1-4)
VET Certificate III in Information, Digital Media and Technology (Yr 1-2)
VET Certificate II Furnishing (Yr 1-2)

LANGUAGE – Helen Berry & Lindy Junor

VCE English (Units 1-4)
VCE English as an Additional Language (Units 1-4)
VCE English Language (Units 1-4)
VCE Literature (Units 1-4)
VCE LOTE Italian (Units 1-4)
VCE Extended Investigation (Units 3-4)

VOCATIONAL TRAINING – Janine Thomas

Certificate III in Food Processing (Retail Baking) (Yr 1-2)
Certificate III in Picture Framing (Yr 1-2)
VET Cert II in Hospitality (Yr 1-2)
VET Cert II/III in Hospitality – Kitchen Operations (Yr 1-2)
VET Certificate III in Signage (Yr 1-2)
VET Cert III in Beauty Services (Yr 1-2)
VET Horticulture (Yr 1)

MATHEMATICS – Corrie Bekema

VCE General Mathematics (Units 1-2)

VCAL – Shannon McFerrin

VCAL Literacy:

VCE Further Mathematics (Units 3-4)
VCE Mathematical Methods (Units 1-4)
VCE Specialist Mathematics (Units 1-4)

Reading and Writing
Oral Communication
VCAL Numeracy
VCAL Personal Development Skills / Religious Education
VCAL Work Related Skills / Selected VET study
VCAL Industry Specific Skills—Selected VET study

PERSONAL DEVELOPMENT – Marina Zovin

VCE Health and Human Development (Units 1-4)
VCE Outdoor and Environmental Studies (Units 1-4)
VCE Physical Education (Units 1-4)
VET Cert III in Sport and Recreation (Yr 1-2)
VET Cert II/III in Community Services (Yr1-2)
ACU – Exercise and Sport Science (Year 12 Only)
VET Allied Health

ARTS – Marli van der Merwe

VCE Art (Units 1-4)
VCE Media (Units 1-4)
VCE Theatre Studies (Units 1-4)
VCE Studio Arts—Photography/Digital Imaging (Units 1-4)
VCE Visual Communication & Design (Units 1-4)
VET Certificate III in Technical Production (Yr 1-2)
VET Certificate II in Dance (Yr 1-2)
VET Certificate III in Music (Yr 1-2)
VET Certificate II in Interactive Digital Media (Yr 1-2)

Positions of Leadership

Principal	Brendan Watson
Deputy Principal Staff	Chantelle Gauci
Deputy Principal Students	Michael Flaherty
Director of Faith and Mission	Vince Ianuzzi
Director of Pathways - Student Learning	Chloe Palmer
Director of Student Wellbeing	Jenna Potts
Learning Enhancement Leaders	
- Specialised Student Programs	David O'Brien
- Technology	Amanda Matas
- Innovation and Pedagogy	Andrew Molica
- Community Engagement	Jwan Kada
- Data Driven Practices	Adrian Rajapaske
Learning Area Convenors	
- Humanities	Catherine Calder
- Language	Helen Berry/Lindy Junor
- Mathematics	Corrie Bekema
- Personal Development	Marina Zovin
- Religious Education	Rebekah Vandenberg
- Science	Christelle Upham
- Technology	Renee Micallef
- Visual & Performing Arts	Marli Van der Merwe
- Vocational Education & Training	Janine Thomas
Pathways Coordinator	Josie Albano
VET Convenor	Janine Thomas
Cluster Coordinators - Bradman	Matthew Pitman
- Dunlop	Daniel Jaber
- Chang	Morgana Jones
- MacKillop (VCAL)	Sue Edwards
- Truganini	Maria Caroli
- Winton	Shane Hart
College Captains	Tio Alemu
	Emmanuel Soriano
College Vice Captains	Caitlyn Gonsalves
	Bolis Nyok
College Sport Captain	Pete Vamvakas

College Social Justice Captain	Katherine Buzzese
College Liturgy Captain	Jatila Dissanayake
College Environment and Sustainability Captain	Thomas Cucanic

Glossary of Terms

Assessment Tasks - Tasks used to measure each student's level of achievement. Assessment tasks designated for Coursework must be part of the regular teaching and learning program and are completed mainly in class time.

Derived Exam Score - VCAA may approve the use of a calculated or anticipated exam score if a student is adversely affected during an examination period.

General Achievement Test (GAT) - All students undertaking VCE Units 3 & 4 will sit a General Achievement Test, which will be used to monitor school assessment and used in the moderation of external examinations.

Outcomes - Achievement requirements for a Unit of Study. Students are required to demonstrate achievement of all outcomes in the unit.

Quality Assurance - The process to assure the quality of delivery and consistency in interpretation of learning outcomes and relevant levels.

Satisfactory Completion - Satisfactory completion of all Units will be based on completion of all the outcomes prescribed for the Unit.

School Assessed Coursework (SAC) - Assessment tasks used to measure each student's level of achievement. Assessment tasks designated for Coursework must be part of the regular teaching and learning program and must be completed in class.

School Assessed Task (SAT) - Extended assessment tasks to be completed by students undertaking a Units 3 & 4 sequence in Art, Product Design & Technology (Fibre & Wood), Food Technology, Media and Visual Communication & Design only. Performance on each task will be summarised by a letter grade from A* to UG and reported to the VCAA. These tasks can be completed in both class and at home. If students are permitted to complete part of the task at home, the "Authentication Record for School Assessed Tasks" needs to be completed on a regular basis.

Semester - Equivalent to half a school year, or approximately two terms.

Sequence of Units - Most studies are designed as a sequence of four units to be taken in each semester over two years. VCE Units 3 & 4 must be taken as a sequence.

Special Provision - Where illness or other factors affect performance, students may seek special provision.

Structured Workplace Learning - On the job training during which a student is expected to master a set of skills or competencies, related to an accredited course. These courses are generally Vocational Education and Training programs.

Study - A sequence of half-year Units in a particular curriculum area, for example: English, Mathematics, Japanese, and VCAL Work Related Skills (Intermediate).

Study Design - The study design describes the units available within the Study and prescribes the objectives, areas of study, work requirements, and assessment tasks.

Unit - A semester-length component of a Study.

Units 1 & 2 - Units within a VCE study designed to approximate the Year 11 level of difficulty.

Units 3 & 4 - Units within a VCE study designed to approximate the Year 12 level of difficulty.

UVP - Unscored VCE Program

VCAA - Victorian Curriculum and Assessment Authority - responsible for curriculum, assessment, certification and administration of the VCE at Years 10, 11 and 12 levels in Victoria.

VCAL - Victorian Certificate of Applied Learning.

VCE - Victorian Certificate of Education.

VET - Vocational Education and Training.

VQA - Victorian Qualifications Authority – responsible for the accreditation, registration and certification of all qualifications in Victoria.

DRAFT

Victorian Certificate of Education

The Victorian Certificate of Education (VCE) is usually a two-year program of study.

The program is made up of semester (2 terms) length units. At Catholic Regional College Sydenham each student is expected to study at most 22 units over the course of their VCE years.

Year 11 Students will study **12 units** over two semesters.

Year 12 students will study at most **10 units** over two semesters.

Individual students may apply to study less than 10 units at CRC Sydenham in Year 12. This will be approved via a SPACE recommendation to the Principal.

In order to complete the VCE, students must satisfactorily complete:

At least 3 units from the English group, with at least two units at Unit 3 or Unit 4 level of; English, English Language or Literature;

At least 3 sequences of Unit 3 & 4 subjects other than English, including VCE VET Unit 3 & 4 sequences;

At least 16 VCE units.

Subjects Offered at Catholic Regional College Sydenham (internal)

Accounting	Physical Education
Art	Physics
Australian and Global Politics	Psychology
Biology	Religion and Society
Business Management	Specialist Mathematics
Chemistry	Studio Art
Computing - Informatics	Systems Technology - Electronics
Computing - Software	Texts and Traditions
Economics	Theatre Studies
English	Visual Communication & Design
English EAL	VET Programs
English Language	VET Allied Health
Environmental Science	VET - Business
Food and Technology	VET - Community Services
Foundation Mathematics	VET - Dance
Further Mathematics	VET - Furnishings
General Mathematics	VET - Hospitality
General Mathematics (Advanced)	VET - Hospitality (Kitchen Operations)
Geography	VET - Horticulture
Health and Human Development	VET - Information Technology
History - 20 th Century	VET - Laboratory Skills
History - Ancient	VET - Music - Performance
History - Revolutions	VET - Music - Technical Production
LOTE - Italian	VET - Sport and Recreation
Legal Studies	VET - Beauty Services*
Literature	VET - Baking*
Mathematical Methods	VET - Picture Framing*
Media	VET - Sign Writing*
Outdoor and Environmental Studies	
Product Design and Technology - Wood	

At Catholic Regional College Sydenham, all students are required to study at least one unit of Religious Education during each year of their studies.

*The above VET programs with an asterisk * are not scored. They offer block credit towards VCE completion only.

Block Credit Recognition

Students are eligible for credit towards the VCE if they have completed, or are completing, training in a nationally recognised VET or FE qualification that is not included in the suite of approved VCE VET and School-based Apprenticeship or Traineeship programs. Credit towards the VCE will be available for full or partial completion of a nationally recognised qualification at AQF II and above. This credit is referred to as Block Credit Recognition. To be eligible for Block Credit Recognition the student must be enrolled in the VCE, VET programs and approved School-based Apprenticeship and Traineeship programs with full recognition in the VCE are not eligible for Block Credit. All other nationally recognised qualifications at and above AQF Level II are eligible.

Compulsory Subjects for VCE at CRC Sydenham

Religious Education

All students at Catholic Regional College Sydenham undertake the study of Religious Education.

Year 11

COURSE ONE - Advanced - Full Year

Religion and Society Unit 3 and 4

This pathway is available to students who can indicate their ability to satisfactorily complete the course in Year 11. It enables capable students to complete a sixth Unit 3-4 sequence, thereby improving their chance of a higher ATAR. Approval must be given prior to subject selection. To attempt this option students must be performing at the highest standards in Year 10 English.

COURSE TWO - Standard Year 11 - Full Year

Religion and Society Unit 1 and 2

This pathway prepares students for the 3/4 sequence in Religion and Society at Year 12.

Texts and Traditions Unit 1 and 2 - Full Year

This pathway prepares students for the 3/4 sequence in Texts and Traditions at Year 12.

COURSE THREE - Standard Year 11 Half Year

This single unit Religions and Society unit is paired with another single unit VCE subject. Students complete one unit of RE and one other VCE unit over the whole academic year.

Religion and Society Unit 1

These choices allow students the option of doing a 3/4 Sequence in Religious Education at Year 12.

COURSE FOUR - Applied RE (VET Business)

This course allows students to continue with Applied RE in Year 12 or student any other Year 12 RE option.

Year 12

All students must complete a Religious Education subject at Year 12. You may choose Religion & Society (Units 3 & 4), Texts and Traditions (Units 3 & 4), or one of the internal, non-VCE subjects listed below.

Religious Art

Religion and Community Service

RE Faith in Action

Religion and Music Performance (Choir)

English

Taking an English study is compulsory and students must satisfactorily complete (pass) a minimum of 3 units of study from the core group of English studies. Two of these studies must be Units 3 & 4 level.

You can study English in Year 11 and English in Year 12

or

English Language in Year 11 and English Language in Year 12

or

English Language in Year 11 and English in Year 12

or

Literature in Year 11 – (it is compulsory to also choose English if you select Literature) and Literature in Year 12.

NB: Unit 3 & 4 subjects must be taken as a sequence. No more than two of the 3/4 sequences will count towards a student's ATAR

More detailed information about the Language subjects can be found in the Senior Secondary Pathways Course Handbook.

The Structure of VCE Mathematics

Mathematics is designed to provide access to worthwhile and challenging mathematical learning in a way which takes into account the needs and aspirations of a wide range of students. It is also designed to promote students' awareness of the importance of mathematics in everyday life in a technological society, and confidence in making effective use of mathematical ideas, techniques, and processes.

Year 11 and 12 Mathematical Pathways

The study of Mathematics at Catholic Regional College Sydenham is made up of the following units:

General Mathematics Units 1 & 2

Specialist Mathematics Unit 1 & 2

Mathematical Methods (CAS) Units 1 & 2

Further Mathematics Units 3 & 4

Mathematical Methods (CAS) Units 3 & 4

Specialist Mathematics Units 3 & 4

Option	Year 11 Mathematics Subjects	What Mathematic subject(s) does this option lead to in year 12?
0	No Mathematics	No Mathematics
1.	General Mathematics Unit 1 & 2	Further Mathematics Unit 3 & 4
2.	Mathematical Methods Unit 1 & 2	<ul style="list-style-type: none">● Mathematical Methods Unit 3 & 4 <i>OR</i>● Further Mathematics Unit 3 & 4 <i>OR</i>● Mathematical Methods Unit 3 & 4 AND Further Mathematics Unit 3 &4 <i>OR</i>● Mathematical Methods Unit 3 & 4 AND Specialist Mathematics Unit 3 & 4 <i>(Recommended to complete SM Unit 1 & 2)</i>
3.	Mathematical Methods Unit 1 & 2 AND Specialist Mathematics Unit 1 & 2	<ul style="list-style-type: none">● Mathematical Methods Unit 3 & 4 <i>OR</i>● Further Mathematics Unit 3 & 4 <i>OR</i>● Mathematical Methods Unit 3 & 4 AND Further Mathematics Unit 3 &4 <i>OR</i>● Mathematical Methods Unit 3 & 4 AND Specialist Mathematics Unit 3 & 4
4.	Mathematical Methods Unit 1 & 2 AND Further Mathematics Unit 3 & 4	<ul style="list-style-type: none">● Mathematical Methods Unit 3 & 4 <i>OR</i>● Mathematical Methods Unit 3 & 4 AND Specialist Mathematics Unit 3 & 4 <i>(Recommended to complete SM Unit 1 & 2)</i>

Victorian Certificate of Applied Learning

General Information

The Victorian Certificate of Applied Learning (VCAL) is a hands-on option for Years 11 and 12 students. The VCAL gives you practical work-related experience, as well as literacy and numeracy skills and the opportunity to build personal skills that are important for life and work. And like the Victorian Certificate of Education (VCE) it is a recognised senior secondary qualification. The VCAL aims to provide students with the skills, knowledge and attitudes to make informed choices about pathways to work and further education.

Students who do the VCAL are likely to be interested in going onto training at a Technical and Further Education (TAFE) institute, starting an apprenticeship, or getting a job after completing school.

The Victorian Certificate of Applied Learning (VCAL) is accredited at three award levels:

Victorian Certificate of Applied Learning (Foundation)

Victorian Certificate of Applied Learning (Intermediate)

Victorian Certificate of Applied Learning (Senior)

The three qualification levels provide flexible entry and exit points for a range of student abilities and interests and offer a clear progression for skills, knowledge and attitudinal development.

If you choose to transfer into VCAL at the completion of a semester of VCE you will receive credit for any units you have completed.

Aims of the Qualification

The VCAL qualification aims to provide the skills, knowledge and attitudes to enable students to make informed choices regarding pathways to work and further education. The VCAL's flexibility enables the student to undertake a study program that suits their interests and learning needs. Personal development, the utilisation of a student's particular interests, and new pathways for senior secondary students, in the context of applied learning is underpinning principles of the VCAL.

VCAL acknowledges this within:

The development of knowledge and employability skills that help prepare the individual for employment and for the participation in the broader context of family, community and lifelong learning.

The development of knowledge and skills that assist the individual to make informed vocational choices within specific industry sectors and/or to facilitate pathways to further learning.

Course Requirements

To be awarded a VCAL, students must successfully complete a learning program which is designed to comply with the following credit requirements. It must:

Be made up of 10 credits

Include curriculum components from each of the following four VCAL curriculum strands:

- a) Literacy and Numeracy Skills
- b) Industry Specific Skills
- c) Work Related Skills
- d) Personal Development Skills.

Contain curriculum components drawn from:

VCAL units

VCE units

VET units

Include:

a minimum of two VCAL units in the Literacy and Numeracy Skills strand, curriculum components to the value of one credit for literacy and one credit for numeracy in each of the remaining three strands, curriculum components to the value of at least one credit in each.

Include curriculum components to the value of six credits at the level of the VCAL award, of which one must be for literacy and one credit must be for a VCAL Personal Development Skills unit

At the VCAL Intermediate and Senior levels, the learning program must include accredited Vocational Education and Training (VET) curriculum components to the value of a minimum of one credit in the Industry Specific Skills Strand. One credit comprises 90 hours' worth of study from a VET program.

Incorporate a sustained Structured Work Placement with an employer in an industry that is deemed suitable to the student's pathway by the College.

If students successfully complete the VCAL, they will receive a certificate and a statement of results that details the areas of study they have completed. This certificate is recognised as a senior secondary qualification.

Delivery Modes

VCAL allows for a range of delivery modes in a variety of settings. Delivery modes may include but are not limited to:

- Applied learning linked to community, work or school activities.
- Classroom delivery based on whole class, small group or individual activities.
- Flexible delivery such as distance learning and online learning.
- Projects that are integrated across several VCAL strands.

Delivery settings may include schools, post compulsory providers, community, workplace, sporting or simulated environments.

Delivery and assessment must be in accordance with the requirements of the individual curriculum components selected for the study. The delivery and assessment must be consistent with the requirements of the VCAA.

VCAL Delivery Principles

The delivery of VCAL is based on adult learning and youth development principles. These principles have been found to be relevant in providing successful programs for students seeking a pathway to further vocational education and training and/or employment.

These principles provide for:

- Curriculum content negotiated to build on the student's interests, abilities and strengths.
- Curriculum content that focuses on practical 'hands-on' opportunities for learning.
- Curriculum content and delivery strategies that encourage personal development and growth and include opportunities to integrate learning across the learning program.
- Recognition of student achievement and student contributions that is both formal and informal.
- Curriculum and delivery strategies that enable students to learn at their own pace.
- Curriculum and delivery strategies that enable students to learn in different ways according to different learning styles.
- Delivery and assessment that assists the individual to achieving positive educational outcomes.
- Curriculum that values and engages the contribution of young people.
- Curriculum that builds competence and resilience in individuals including minimising risk factors and enhancing the promotion of protective behaviours of young people.
- Curriculum and delivery strategies that encourage civil and civic participation and promote active citizenship.
- Development of partnership approaches to program planning and delivery that link young people with the broader community.

Educational and Delivery Practices

The VCAL awards are underpinned by the following curriculum principles:

Student-centred approaches and decision making regarding program design, delivery and evaluation opportunities for experiential learning and skill development through activities that are structured and sequential in their learning outcomes program design that has high relevance to personal strengths and experiences and that is responsive to diverse needs program delivery that builds resilience, confidence and self-worth learning environments that strengthen connections with the community students can enter and exit VCAL at each level to pursue a range of pathway options.

The following practices will be considered when planning VCAL Learning Programs for students.

i) Negotiating learning programs

It is important that students are actively involved in negotiating and planning their individual learning program, in particular the VCAL units.

ii) Using flexible delivery modes

When planning the VCAL Learning Program, teachers will determine the delivery modes most suited to students' needs and circumstances. Delivery of the VCAL can take place in classrooms, online, in community or workplace settings and may use workplace or community contexts. Catholic Regional College Sydenham will ensure that delivery modes for units of competence or modules are consistent with any mandatory requirements specified in the relevant accredited curriculum document.

iii) Adopting student centred teaching practices

Delivery will be based on student centred experiential learning activities such as role plays, case studies, guest speakers and audio visual presentations. Where possible, teachers will extend the learning experiences beyond the classroom through excursions and field trips and through applied learning, e.g. by integrating the classroom learning with another unit that has an applied or practical focus.

iv) Integrating Curriculum

The teaching and learning program for the various units, units of competence and modules that make up the learning program can be integrated. The knowledge and skills development that lead to the learning outcomes in one unit, such as a VCAL unit, can be extended by including content drawn from a VET unit or module. Record keeping for each curriculum component will reflect assessment of each learning outcome and/or unit of competence.

Programs can be designed to include a thematic or project based approach. Planning for this includes learning experiences and assessment tasks that are based on integration of learning outcomes. This might include combining the learning outcomes from different curriculum components in the same or different curriculum strands to reflect the integration of skills and competencies in authentic contexts, such as social or work activities.

Compulsory Subjects VCAL

a) **Literacy and Numeracy Skills**

Your VCAL learning program must include literacy and numeracy subjects, such as VCAL Literacy, VCAL Numeracy, and VCE Foundation Maths.

b) **Work Related Skills (WRS)**

In order to develop 'employability' skills, VCAL students participate in a structured work placement. You will also study units and modules that will help prepare you for work, for example occupational health and safety and job interview skills.

c) **Industry Specific Skills (ISS)**

Your VCAL learning program must include industry specific units from Vocational Education and Training (VET) programs or VCE VET.

d) **Personal Development Skills (PDS)**

As part of your VCAL learning program you must participate in community-based projects, voluntary work and/or structured activities that will help you develop your self-confidence, teamwork skills and other skills important for life and work.

All students at Catholic Regional College Sydenham undertake the study of Religious Education. The Personal Development Skills Strand incorporates this requirement.

At Year 11 PDS will incorporate elements of the Religion and Society Unit 1 (Religion in Society)

At Year 12 PDS will incorporate elements of the Religion and Society Unit 2 (Ethics and Morality)

Curriculum Review and Renewal

At Catholic Regional College Sydenham, we recognise that curriculum evolves over time and in response to changing individual, community, and global needs/requirements. We understand the importance in ensuring curriculum is vital, functional, educationally sound, and relevant.

Our Mission Statement articulates the College position:

"We collaborate to create challenging learning environments in a climate of expectation and personal achievement. We encourage high standards and afford every opportunity to achieve excellence in a preferred pathway. Innovation is core to enhancing learning experiences by incorporating varied instructional practices and tools across all senior secondary pathways from Year 10. All students are generously supported in establishing realistic goals and provided with guidance. Individuals benefit from working together to create, support and maintain powerful, engaged learning in all learning programs so that everyone may realise their best."

Objective

As a College community, it is of paramount importance that we continually review curriculum to ensure the validity and educational soundness of our individual and school-wide pedagogy. The review process will determine what curriculum is retained and that which must be renewed to accommodate individual, community, and global requirements.

As a senior secondary College our curriculum comprises of a broad range of VCE, VCAL, and VET subjects as administered by the Victorian Curriculum and Assessment Authority (VCAA).

We undertake to keep abreast of current educational practice and future directions, to evaluate developing curriculum, to implement that which represents well-researched best practice where it complements our curriculum vision and to adhere to the curriculum directives of the educational bodies under whose authority we fall.

Principles

Each teacher should evaluate the curriculum in the real practice of the classroom and be active in the Learning Area dialogue on curriculum, citing specific aspects that should be renewed and raising any general concerns

Curriculum is informally reviewed by each Learning Area on a continual basis at meetings through dialogue and written communiqués.

Curriculum is formally reviewed annually by each Learning Area with the view to removing aspects / subjects that have become defunct or irrelevant and renewing the curriculum with appropriate material / concepts / skills

The whole-school curriculum is reviewed annually at a meeting of the Curriculum Committee. This review will inform the process of updating the College Course Handbook.

Curriculum directions introduced by DEEWR (VCAA) are explored by the leadership team in order to

Determine the value of such directions

Determine the extent to which directions are relevant, applicable, and appropriate to the existing College curriculum

Formulate a means by which relevant aspects can be implemented into the College curriculum

Ensure the presentation of such directions to staff is appropriate and relevant

Assist and advise Learning Area Convenors and staff in the implementation of renewed curriculum in their specific disciplines e.g. new VCAA study designs

Implementation

The Deputy Principals and the Director of Pathways - Learning are jointly responsible for:

- Researching and receiving information on curriculum practice and implementation
- Disseminating information to relevant parties
- Leading the whole-school curriculum review

- Measuring the existing curriculum against new developments in curriculum as they arise.
- Facilitating and informing the Leadership team of their exploration of government curriculum directions
- Leading curriculum change where necessary

All staff will be responsible for:

- Monitoring the progress of the established curriculum in their own classroom practice
- Engaging the professional dialogue at Learning Area level
- Implementing curriculum review and renewal as directed by Learning Area Convenors, Curriculum Committee and the Deputy Principals and Director of Pathways - Learning
- Learning Area Convenors are responsible for establishing a frank and open dialogue on curriculum to enable review to be ongoing and for maintaining records to facilitate the annual curriculum review.
- Learning Enhancement Leaders are responsible for evaluating whole school curriculum and aim to create innovative, contemporary, student centred learning environments.
- Learning Area Convenors are responsible for maintaining professional development of staff in the area of curriculum
- Learning Area Convenors are responsible for supporting and mentoring staff in their implementation of curriculum review and renewal.

DRAFT

2019 Assessment, Reporting and Parent Teacher Interview Dates

TERM 1

March 27

Semester 1 Interim Reports due

March 29 Term 1 classes conclude

TERM 2

April 24 Parent Teacher Interviews 4.00 - 8.30 pm
April 26 Student Free Day
May 7-11 SEQTA ASSESSMENT AUDIT
May 31 Student Free Day
June 8 Unit 1&3 N result deadline
June 22 Semester 1 Reports due

TERM 3

July 18 Parent Teacher Interviews 4.00 - 8.30 pm
July 19 Parent Teacher Interviews 8.30 - 1.00 pm
Aug 1 Student Free Day
Aug 20-24 SEQTA ASSESSMENT AUDIT
August 29 Semester 2 Interim Reports due
Fri Sept 20 Unit 4 N result deadline End of Term 3

UNIT 3-4 TRIAL EXAMS MONDAY 1 OCTOBER – FRIDAY 5 OCTOBER

TERM 4

October 12 Trial Exam Results on SEQTA
UVP Completion Check
November 22 Semester 2 Reports due (Yr 11 only)

Homework and Study Guide

Homework and study are essential if you are to complete your studies to the best of your ability. Homework includes completing set tasks and unfinished classroom tasks, writing out notes taken in class, summarising chapters, reading ahead and getting all your notes organised in folders, SAC and SAT preparation, practice essays and tasks, **revision** of class work and reading and attempting examination papers. Homework is used to complement and supplement the study of each subject, while study (often overlooked) aims to increase student understanding and retention of knowledge through encouraging ongoing, independent learning.

Homework

Homework tends to be task oriented, teacher directed and has set completion dates that students must meet. The types of homework set by teachers may be:

- (a) Practical exercises - providing students with the opportunities to apply new knowledge, or to review, revise and reinforce newly acquired skills.
- (b) Preparatory homework - providing opportunities for students to gain background information so they are better prepared for future lessons.
- (c) Extension assignments - encouraging students to pursue knowledge individually and imaginatively.

Study

Study tends to be student centred, self-initiated and should be ongoing in nature. Study can take the following forms:

- Re-reading class notes
- Practising vocabulary
- Revision of work completed earlier
- Wider reading
- Re-organising folders and notes
- Re-reading texts and novels
- Summarising notes and further reading

Each student has their own unique strengths and weaknesses and so time spent on homework may vary between individuals. Time needs to be used efficiently and recommended times are based on students being able to produce work that allows them to have the opportunity to do their best.

- It is recommended in Year 11 that you should be aiming to complete 2 - 3 hours' homework per night.
- In Year 12 a reasonable amount of homework would be 3 - 4 hours per night.

You should have at least one 24-hour period free at the weekend from school work to keep yourself fresh. Homework should not be squeezed in between work, social & sporting commitments. It should be given at least equal priority to these. Your subject Teacher, Home Group Tutor, Cluster Coordinator and Director of Pathways - Student Learning is happy to assist you in planning your study program.

EACH SUBJECT SHOULD SET A HOMEWORK TASK VIA THE SEQTA LEARNING PLATFORM AT LEAST ONCE A FORTNIGHT. THIS TASK SHOULD BE RECORDED AS A HOMEWORK TASK AND MARKED AS SATISFACTORY OR UNSATISFACTORY.

Senior Pathways Policy

1. Satisfactory Completion of the VCE

The CRC Sydenham VCE (Satisfactory Completion) Policy is based on the following.

The principles and beliefs described in the CRC Sydenham Policy for Learning and Teaching:

- The importance of respectful relationships in developing a positive learning community,
- The importance of a broad curriculum that nurtures the growth of the whole person and caters for a diverse range of learning styles,
- An ethic of care that recognizes that high quality pastoral care is fundamental for the successful completion of secondary schooling,
- A focus on developing student's awareness of themselves as lifelong learners,
- A recognition of the diversity of the College community,
- Learning and teaching occurs in a context of justice, where effort is made to meet the learning needs of individuals, to minimize disadvantage and to cater for diversity.

It is a matter of equity that all students have the right to complete their School Assessed Coursework (SAC) under the same conditions in order to demonstrate achievement of the learning outcome(s) for satisfactory completion.

It is a matter of justice that all students have access to procedures that provide for all individual needs and circumstances.

The VCE is designed to cater for all students entering post compulsory education, and that these students should be able to access satisfactory completion with fair and reasonable effort.

1.1 Teacher Responsibilities

In order to meet our legal requirements, students must be provided with the following information:

At the beginning of each year all students are provided with and taken through relevant policies and processes pertaining to the completion of the VCE. These include the 'VCE (Satisfactory Completion) Policy' and the 'Student Attendance, Achievement and Promotion Policy'.

At the beginning of each unit (1-4) a course outline is distributed. This outline should contain clear, written details of the course and the work involved. This includes: rationale, areas of study, learning outcomes (details of specific knowledge and skills optional), assessment tasks (weeks for Year 12, more general sequence location for Year 11, and **broad** description of tasks), timeline/sequence of study/topics/themes etc., and Satisfactory Completion Details. These details clearly indicate to students what they must do to satisfactorily complete a unit.

At the beginning of both Unit 3 and Unit 4 a list of completion dates for ALL assessments are provided to parents and students. Due to the large number of common classes and vagaries of timetables and school life, this is interpreted as the provision of the period of time devoted to the Coursework Assessment. For example, the week or fortnight set aside. SAT and examination dates are also provided in this list.

Just prior to each SAC students are provided with very detailed and specific information regarding the time, length, nature of task, procedures, criteria, marking sheets etc. The interpretation of 'just prior' is a matter for individual Faculties on a case by case basis. Typically, it would be between one day and a couple of weeks.

Students must be given at least seven days' notice of any change to the College SAC calendar.

These legal requirements are a minimal requirement. Flowing from the nature of our school and its mission, as discussed in the preamble, there are requirements of a professional and pastoral nature.

2. School Assessed Coursework (SAC)

2.1 Common Conditions for Conduct of the SAC

All conditions must be strictly common across all classes for any given study.

All SAC completion weeks will be provided to students at the beginning of the year. Individual teachers will then set the specific dates for the SAC in the designated week for their subject. All SAC must be completed in the scheduled SAC dates.

Students complete all their SAC as instructed by their teacher. SAC must be common across all classes within the same subject. The student's coursework stays with the teacher until the completion of the SAC by all students and it is marked. No SAC can be returned to students until all students have completed it.

The use of computers is permissible in the SAC where appropriate. Faculties concerned should develop guidelines and procedures for such use to ensure equity and justice.

2.2 SAC Test Conditions

All SAC completed under test conditions must be held according to examination conditions and be applied consistently across subjects within the Faculty. Faculty guidelines for SAC conditions are to be provided by teachers to all students.

2.3 Extended SAC period

Students may bring class notes, revision material, resource material, summaries, annotated documents etc. to the first lesson of any given SAC where such material is appropriate. For the extended SAC this material would then stay with the teacher until the completion of the SAC. No additional material may be taken to the class in subsequent time allocated to that particular SAC. Faculties may choose to provide more stringent guidelines as to what can be brought to the class for individual pieces of coursework. Students can take class texts, novels, and calculators to and from the College during the extended SAC.

At the completion of any major SAC, students sign one sheet per class group that covers both the authentication requirements and acts as a submission record. No SAC can be returned to students until all students have completed it.

2.4 Extended SAC/SAT Folios

Extended SAC/SAT folios are to be completed mainly in class within a limited time frame. Students are permitted to take them home to work on them during that time, however they are required to sign authentication documentation as verification of it being their own work.

3. Attendance Requirements for School Assessed Coursework.

If the SAC Absence relates to **illness or injury** then:

- Parents are to call the College by 9.00am to inform the College of the absence
- The absence must also be explained with a medical certificate for a Medical Condition.

If the SAC Absence relates to **serious personal/family issues** then:

- Parents are to call the College by 9.00am to inform the College of the absence
- A note or contact from parent(s)/guardian **and** wellbeing staff/Cluster Coordinator for Serious Personal/Welfare issues is required.

If the SAC Absence is due to a **school related activity** then:

- The onus is on the student to apply to have their absence from the SAC approved as SAC absences default to an **N result**.
- If a student's absence is **approved** then they will have this time rescheduled and the work will be assessed **S or N and graded**
- If a student's absence is **not approved** then they will have this time rescheduled and the work will be assessed as **S or N only**. This work will not be graded.

4. Reschedule of a SAC

If a student has missed a SAC due to absence, they must be prepared to complete the task at the first opportunity upon their return to school, as deemed appropriate by the subject teacher.

In some cases, the subject teacher may negotiate an alternative time to reschedule the SAC with the student. The subject teacher notifies the student of the details of the reschedule arrangement, including an outline of the task, the time available to complete the task, the designated location and any special conditions allowed.

Once the task has been completed, the subject teacher awaits the decision of the Director of Pathways - Student Learning to either mark the SAC or simply award an S or N.

Students are entitled to one (only) reschedule opportunity. If more than two SAC need to be rescheduled for a unit of study, an interview will take place between the student, the teacher and the Director of Pathways - Student Learning.

4.1 Extended Absences

- If the student has missed substantial preparation just prior to a SAC they should be given as much of that preparation as possible in class time, perhaps while the others have started. Some of the preparation work could be supplied to the student for completion at home. This student would then have the SAC time scheduled as quickly as possible.
- If it is not possible for the student to complete the same SAC as the rest of the class (es), an alternative task may be set as described in the assessment guides.
- In extenuating circumstances, when a student misses substantial time and is unable to complete all their SAC they may apply to the Principal for special provision.

4.2 Study Hall Protocols

The Study Hall is not to be used as a time out room.

It is expected that students will sit rescheduled SACS during a free period or afterschool.

SAC resists - Maximum period of time in study hall is 75 minutes in a single setting.

All SAC paperwork MUST be completed and handed to the Student Protocol Officer at least 24 hours prior to the SAC time. This paperwork should be submitted to the SPO personally. SAC paperwork will not be accepted via students or pigeon hole.

5. Solo & Group Performance Assessments in Music, Drama, Dance & Theatre Studies

When a student is required to complete a solo performance assessment he/she **must** present on the date specified by the subject teacher or an N will be given.

When a student is required to complete a performance assessment as part of a group, he/she **must** present on the date specified by the subject teacher or an N will be given.

The N result may be reversed if the student is able to prove that illness or extenuating family/personal circumstances prevented him/her from performing on the specified date. The standard SAC absence policy will be used in this instance.

If the SAC absence is approved, the nature of the rescheduled task will be determined by the teacher. Usually the student will be asked to demonstrate achievement of the outcome without requiring the group to represent the performance.

In an instance when a group of students are assessed for a performance and one or more students of that group are absent or unable to perform, the following must occur:

- The members of that group must perform to the best of their ability without the missing student(s);
- The subject teacher/assessor will mark the performance on the students' ability;
- The student(s) in the group are then entitled to have their mark reviewed and re-marked with the previous contributing class-work used to arrive at an accurate reflection of all students' individual level of achievement.

6. Satisfactory Completion of SACs

It is the responsibility of the college to provide opportunities for students to demonstrate achievement of the learning outcomes and to satisfactorily complete the units of their VCE studies.

In order to satisfactorily complete a unit, students must *satisfactorily demonstrate achievement of the learning outcomes* concerned on each SAC. Each SAC is part of the normal teaching and learning program and is conducted mainly under teacher supervision.

Students will sign a '**Declaration of Authenticity**' form when submitting a SAC done outside class time to a teacher.

End of semester examinations are not used for the purposes of demonstration of learning outcomes, however students need to reach a minimum standard to continue in the subject at the Unit 3/4 level.

Achievement of an outcome means:

- The work meets the required 'standard' as described in the learning outcomes
- The work was submitted on time
- The work is clearly the student's own
- There has been no substantive breach of VCAA or College rules.

If all learning outcomes are achieved on the SAC, a student receives 'S' for the unit.

6.1 Extended SAC/SAT Folios

In the case of extended SAC/SAT folios, they must be submitted by no later than 1.00pm on the due date. If students are unable to make it to school to submit it personally they must have someone reliable bring it in on their behalf. If the folio does not appear on the due date, then students will receive an 'N'. If they are eligible for an extension, then the folio will be returned to the student for an allocated period of time and given a new submission date.

6.2 Feedback on Level of Achievement if Satisfactory

Each SAC is part of the teaching and learning process and as such feedback is integral for continual student development. SAC feedback should be seen as part of the ongoing assessment process. This approach includes students as much as possible in the teaching and learning process and helps to maintain perspective on the relative weighting of each SAC.

For Units 1 through to 4 students are provided with their work, the mark awarded and the criteria sheets **and/or** marking schemes.

Faculties and teachers are encouraged to provide other feedback as appropriate, such as:

- advice on particular skills
- advice on where and how improvements can be made for future learning
- written comments on students' performance against learning outcomes
- comments may be written on the work.
- Comments electronically on assessment task via SEQTA

Each study should take a common approach within the above guidelines to the giving of feedback.

Unit 1 & 2 College reports contain S/N decisions, assessment task grades and examination grades.

Unit 3 College reports contain decisions regarding S/N and assessment task levels of achievement.

Under no circumstances can internal marks awarded be equated with grades. SAC grades are determined by VCAA through a process of external moderation.

6.3 Not Satisfactory Completion

A student may not be granted satisfactory completion if:

- the work is not of the required standard as described in the learning outcomes
- the student has failed to meet the deadline for a SAC
- the work cannot be authenticated
- there has been a substantive breach of VCAA and College rules, including College attendance requirements and/or the SAC Absence Policy.

If any of the learning outcomes are not achieved, the student receives 'N' for the unit.

6.4 Feedback on Level of Achievement if Not Satisfactory

Parents/Guardians contacted via a phone call and

N SAC Resubmission [N on ability] Letter sent from the subject teacher

N Letter sent from the subject teacher

Students who have achieved 'N' for an outcome will be issued with an 'N' letter which will be posted to their parents/guardians. They will have **one week** from the date of notification of the 'N' result to apply for 'Special provision after N' and, if the appeal is successful, may be given a final opportunity to obtain an 'S' for the outcome. All appeals will be considered by the Director of Pathways - Student Learning and the Student Pathways and Transition Team.

7. Satisfactory Completion of VCE VET Units

To satisfactorily complete VCE VET units the following conditions must also be met:

- Attendance requirements must be met according to the College and TAFE guidelines
- Students must achieve competency in all set modules of the VET program and
- Students are to participate in Work Placements set where appropriate.

8. Resubmission of a SAC & SAC Calendar

Once students have received all of the allotted time for a SAC, and are judged to have NOT satisfactorily demonstrated achievement of the relevant learning outcome(s), they are entitled to **one (only)** resubmission opportunity. The nature of this resubmission is negotiated by the subject teachers and is to allow all students the opportunity to demonstrate that they can achieve the learning outcome and thus receive 'S' for the unit.

The resubmission opportunity may include a short oral report/interview, a different task, a part of the same task or a full repeat of the original task. The resubmission opportunity must be consistent across subjects with multiple classes.

Under NO circumstances is the work completed in the resubmission opportunity marked.

The resubmission opportunity is organised by the subject teacher. Both the student and their parent/guardian, each receive written notification of the resubmission time and date via the SAC Resubmission letter.

8.1 Reschedule

If a student has missed a SAC due to absence, they must be prepared to complete the task at the first opportunity upon their return to school, as deemed appropriate by the subject teacher.

In some cases, the subject teacher may negotiate an alternative time to reschedule the SAC with the student. The subject teacher notifies the student of the details of the reschedule arrangement, including an outline of the task, the time available to complete the task, the designated room location and any special conditions allowed.

Once the task has been completed, the subject teacher awaits the decision of the Director of Pathways - Student Learning to either award the grade/score for the SAC or simply award an S or N.

Students are entitled to **one (only)** reschedule opportunity.

8.2 Extension

Extension of time is interpreted as meaning the granting of extra time beyond that normally allocated to the SAC. Unlike resubmission, the work completed in extension time IS marked. Extra time is only granted in cases of significant hardship. This is typically available to special needs students with disabilities or ongoing illness or where personal circumstances interfered with their ability to complete the SAC in the normally allocated time.

Students apply to the Director of Pathways - Student Learning who liaises with relevant staff. The Director of Pathways - Student Learning provides details of the extra time granted (if appropriate) to the relevant subject teachers. This may occur prior to the commencement of the SAC.

8.3 Awarding of a Not Satisfactory (N)

In any case where a student is awarded an N, the subject teacher will issue an N letter for the unit. This letter provides both the student and their parent/guardian with written notification and explanation of the N result for that unit.

8.4 Policy: SAC Dates and Reschedules

Rationale

At Catholic Regional College Sydenham, we recognise the importance of providing students and parents an opportunity to plan their commitments so that they can balance their home, school and leisure time. At the start of each academic year, students will be provided with an electronic copy of the College SAC calendar.

Objectives

That students have a clear understanding of the SAC dates (weeks) that they have for unit 3-4 and unit 1-2. This includes an outline of each subject's assessment tasks and the relative weighting of each task.

Changes to SAC dates require clear and timely communication to students and requires approval via Director of Pathways Engagement.

Principles

Role of subject teachers

Subject teachers are responsible for creating the SAC calendar in consultation with fellow teachers and the Learning Area Convenor. Subject teachers will be required to comply with the subject outline and timeline. In the event of a SAC date needing to be changed the subject teacher will be required to:

1. Liaise with other subject teachers so that there is agreement as to the need for a SAC change of date.
2. Apply via application to Learning Area Convenor for a change of SAC date. The application requires proposed date and the reason for the change. The LAC will liaise with Director of Pathways in relation to the proposed date change.
3. Once approved, the subject teacher will communicate the change of date to students via letter home and informal communication in class.

Role of the Director of Pathways

The Director of Pathways will examine the College SAC calendar in order to examine the overall implications of the proposed change. In doing this there will be consultation with Learning Area Convenors and subject teachers. The Director of Pathways will utilise the application form to communicate the decision to the subject teachers.

The College SAC calendar will be published via Google Spreadsheet and will be used in a Homegroup period to individualise SAC calendars.

Hard copy of the SAC Calendar will be provided to parents at Year 12 meet the tutor night.

Approval SAC Change of date

The Director of Pathways will convene a meeting with VCE committee (VCE coordinator, LAC and Learning Area Captain) in order to determine the decision.

Subject Teachers

Subject teachers will liaise with the students with regard to the learning program and assessment tasks and will communicate the changes to parents and students at least 7 days before the proposed new SAC date.

9. Authentication of a SAC

In order to attest that the work is genuinely the students, teachers must both monitor the development of the work during class time, and apply the procedural requirements for the conduct of the SAC as outlined in this policy.

Following the interview, a letter will be sent to the student's parents, informing them of the outcome of the interview.

9.1 Suspected Breach of Authentication Rules

In the event of an authentication problem, the subject teacher informs the Director of Pathways - Student Learning who will establish the Discipline Committee and notify the student's parents in writing of the interview, as per the VCAA VCE Administrative Handbook.

Students will be requested to attend an interview and complete a supplementary assessment task or test (written or oral) to demonstrate their understanding of the work.

Students will be notified in writing of the purpose and nature of the interview and at least 24 hours' notice of when and where the interview will take place. The student's parents will be notified.

The onus is on the student to provide evidence that the work submitted is their own work and they may be asked to:

- Provide drafts and other evidence of the development of the work
- Discuss content of the work with their teacher and demonstrate their knowledge and understanding of the work
- Provide samples of other work or complete another supplementary task (or test) under supervision
- Attend a formal interview

Following the interview, a letter will be sent by the Director of Pathways - Student Learning to the student and the student's parents/guardians, informing them of the outcome. A record of the interview is to be kept on file. When the decision of the interview committee is an 'N', the student does not, in this instance, have the right to apply for special provision. However, the student does have the right to appeal to the VCAA.

9.2 If School Assessed Coursework is Unable to be Authenticated

The Principal has the power to:

- Reprimand the student
- Give the student the opportunity to resubmit the work
- Refuse to accept the part of the SAC/SAT which infringes the rules and submit a score solely on the remainder of the work. This may lead to a 'UG' (ungraded) awarded.

- Refuse to accept any of the SAC/SAT and award an 'NA' (not assessed) for the SAC/SAT and therefore an 'N' for the learning outcome.

Cheating will not be tolerated under any circumstances.

9.3 Authentication of work produced using computers

When a student uses a computer to produce a SAC, it is the Students responsibility to ensure that:

- There is an alternative system available for use in case of computer or printer malfunction or unavailability
- Changes are saved on a back-up disc; hard copies of the work in progress are produced regularly to meet drafting and authentication requirements.

10. School Assessed Tasks (SAT)

School Assessed Tasks (SATs) are set by the VCAA, and generally involve extended project or folio work. The following subjects include SATs at Unit 3&4 levels:

- Art
- Design & Technology - Fabrics & Wood
- Food Technology
- Media
- Studio Arts
- Systems Engineering
- Visual Communication & Design

Specific detail is provided here for Satisfactory Completion, Resubmission, Extension and Authentication.

10.1 Satisfactory Completion

In order to satisfactorily complete a unit, students must satisfactorily demonstrate achievement of the learning outcomes assessed by the SAT.

Achievement of an outcome means:

- The work meets the required 'standard' as described in the learning outcomes
- The work was submitted on time, **by 1:00pm on the due day**
- The work is clearly the student's own
- There has been no substantive breach of VCAA or College rules.

10.2 Feedback on Level of Achievement if Satisfactory

SATs are subject to external review. Teachers may provide students with a provisional grade after marking; however, this is subject to change in the external review process. Decisions regarding S/N are given to students.

Units 3 & 4 College reports contain decisions regarding S/N only.

No criteria sheets or marking schemes for SATs are returned at Units 3 & 4.

10.3 Not Satisfactory Completion

A student may not be granted satisfactory completion if:

- the work is not of the required standard as described in the outcomes
- the student has failed to meet the deadline for a SAT; 1:00pm on due day
- the work cannot be authenticated
- there has been a substantive breach of VCAA and College rules, including College attendance requirements
- If students are unable to make it to school to submit it personally they must have someone reliable bring it in on their behalf. If the folio does not appear on the due date- **1.00pm**, then students will receive an 'N'. If they are eligible for an extension then the folio will be returned to the student for a period of no more than 72 hours.

If any of the learning outcomes are not achieved, the student receives 'N' for the unit.

10.4 Feedback on Level of Achievement if Not Satisfactory

Parents/Guardians receive written notification via the following letter:

Letter N SAT Resubmission Letter (from the subject teacher).

10.5 Resubmission

Once students have submitted their SAT, and are judged to have not satisfactorily demonstrated achievement (N) of the relevant learning outcome(s), they are entitled to **one (only)** resubmission opportunity. This is negotiated on a case by case basis and is to allow all students the opportunity to demonstrate that they can achieve the learning outcome and thus receive 'S' for the unit.

Allocated SAT resubmission time and task details will be negotiated with the subject teacher and the Director of Pathways - Student Learning.

Under NO circumstances is the work completed in the resubmission opportunity marked.

10.6 Non Submission of the SAT

If the student does not submit the SAT by **1:00pm** on the due date, then a SAT N Letter will be issued. The student will be given 24 hours in which to present the SAT in order to demonstrate achievement of the learning outcome(s), however this work will **not** be marked and will be graded as Not Assessed (NA).

In the case of students being absent for an extended period of time during the SAT completion timeline or experiencing particular hardship, they can apply for special provision through the Director of Pathways - Student Learning to seek an approved extension.

10.7 Extension

Extension of time is interpreted as meaning the granting of extra time beyond that normally allocated to the SAT. Unlike resubmission, the work completed in extension time IS marked. Extra time is only granted in cases of significant hardship. This is typically available to special needs students with disabilities or ongoing illness who apply to the Director of Pathways - Student Learning.

In very exceptional circumstances a student may be granted some extension time to complete their SAT if personal circumstances interfered with their ability to complete in the normally allocated time. The Director of Pathways - Student Learning may grant a discretionary 72 hour (3 day) extension. Such a provision is made for last minute difficulties with the final completion of the work. This extension is not automatic but dependent on the reasons given. The Director of Pathways - Student Learning gives written permission to students who attach this to their work.

11. Authentication of a SAT

Rules and Procedures for Students

Students must ensure that all unacknowledged work submitted for the SAT is genuinely their own.

Students must acknowledge all resources used, including:

- Texts, web sites and other source material
- The name(s) of any person(s) who provided assistance, and the nature of this assistance.

Students who knowingly assist other students to breach rules may be penalised.

Students must not submit the same piece of work for more than one SAT.

Students and teachers must sign the Declaration of Authenticity when submitting a completed SAT.

11.1 Evidence of Student's Work/Authentication of SATs

Where appropriate, students must produce evidence of the development of the SAT from planning and drafting, through to the final piece of work. This will enable the teacher to monitor and record the development of the work and to attest that the work is the students own.

Teachers must monitor and record each student's development of the SAT, from planning and drafting through to completion. This requires regular sighting of the work by the teacher. At least three individual observations of work in progress must be recorded on the Authentication Record sheet.

Students will sign a '**Declaration of Authenticity**' form for School Assessed Tasks completed outside class time when submitting a SAT.

11.2 Suspected Breach of Authentication Rules

If any part or all of the SAT cannot be authenticated, the matter will be referred to the Director of Pathways - Student Learning. The subject teacher will advise the Director of Pathways - Student Learning. Students may be requested to attend an interview and complete a supplementary assessment task or test (written or oral) to demonstrate their understanding of the work.

Students will be notified in writing of the purpose and nature of the interview and at least 24 hours' notice of when and where the interview will take place. The student's parents will be notified.

The onus is on the student to provide evidence that the work submitted is their own work and they may be asked to:

- Provide drafts and other evidence of the development of the work
- Discuss content of the work with their teacher and demonstrate their knowledge and understanding of the work
- Provide samples of other work or complete another supplementary task (or test) under supervision
- Attend a formal interview

Following the interview, a letter will be sent by the Director of Pathways - Student Learning to the student and the student's parents/guardians, informing them of the outcome. A record of the interview is to be kept on file.

When the decision of the interview committee is an 'N', the student does not, in this instance, have the right to apply for special provision. However, the student does have the right to appeal to the VCAA.

11.3 School Assessed Tasks Unable to be Authenticated

The Principal has the power to:

- Reprimand the student
- Give the student the opportunity to resubmit the work
- Refuse to accept the part of the SAT which infringes the rules and submit a score solely on the remainder of the work. This may lead to a 'UG' (ungraded) awarded
- Refuse to accept any of the SAT and award an 'NA' (not assessed) for the SAT and therefore an 'N' for the learning outcome.

11.4 Authentication of work produced using computers

When a student uses a computer to produce a SAT, it is the Students responsibility to ensure that:

- There is an alternative system available for use in case of computer or printer malfunction or unavailability
- Changes are saved on a back up disc, hard copies of the work in progress are produced regularly to meet drafting and authentication requirements

11.5 Lost / Damaged Work

If a student's work is lost or damaged by the student or teacher, evidence of production, i.e. notes and rough drafts must be produced. It is a requirement of students undertaking SAT's that they keep such evidence of production for the duration of the year. In the event that work is lost or damaged, a complete written statement describing circumstances of the incident must be provided to the Director of Pathways - Student Learning as soon as practicable after the loss or damage occurred.

Please Note:

Work lost due to computer / memory device failures etc. are not grounds for an extension of work or to appeal an 'N' result due to non-submission.

12. Special Provision

Special provision is designed to allow students who are experiencing significant hardship to achieve satisfactory completion of the unit learning outcomes.

Students may apply for the granting of special provision in extenuating circumstances only.

Students are eligible for Special Provision if their ability to achieve satisfactory completion is adversely affected

by:

- Illness – acute and chronic
- Impairment – long term
- Personal circumstances.

There are four forms of Special Provision for the VCE:

- Curriculum delivery and student programs
- Alternative arrangements for school based assessment
- Special arrangements for external examinations
- The calculation and use of a Derived Examination Score

12.1 Application for Special Provision

Special provision is available to any VCE student who has experienced or is experiencing significant hardship because of illness (acute and chronic), impairment or personal circumstances. If this significant hardship has prevented a student from completing work by a due date and/or has affected the student's level of performance in a school-assessed task, coursework or examination, they should apply for Special provision. To do this, a form must be obtained from the Director of Pathways - Student Learning and is the responsibility of the student. In addition to completing this form, documented evidence must be presented, i.e.: a letter from a medical practitioner, social worker, school counselor etc. In addition to time extensions, students can have details of their difficulties sent to the VCAA and to VTAC and can be provided with special arrangements for their examinations.

Students do not have grounds for special provision if they:

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

12.2 Special Provision for Examination, School-assessed Task and Coursework Time Extension

It is important that students inform the Director of Pathways - Student Learning about the need for Special Provisions before any final submission date. It is important to note that even if Special Provision applies, students must clearly show teachers that the work which is not acknowledged is the students own work.

12.3 Application to the Principal

Students apply to the Principal using the form(s) available from the Director of Pathways - Student Learning in the following circumstances:

- To have an absence approved if it has not been, and thus to have recall time granted or any already completed recall work marked.
- To have a decision of 'N' overturned, following an unsuccessful resubmission.
- To have an attendance policy decision of 'N' overturned.
- To have the requirement to complete a SAC(s) and/or learning outcome waived if unable to complete due to extended absence and severe hardship.
- To have a SAC significantly modified and/or rescheduled if unable to complete due to extended absence and severe hardship.
- Application for Special Provision for coursework.
- Application for extension.

12.4 Application to the Learning Enhancement Leader - Specialised Student Programs

Students with special needs may negotiate with the Learning Enhancement Leader - Specialised Student Programs in the following circumstances. Where appropriate the Individual Programs Coordinator liaises with and informs cluster coordinators, subject teachers and the Director of Pathways - Student Learning:

- To modify/reduce a program of study.
- To have extra facilities and technology provided.
- To receive assistance from aides.
- To modify the expectations for satisfactory completion.
- To provide extra time for SAC
- In exceptional circumstances, to complete SAC without marked assessment.

12.5 Internal Special Provisions

Rationale

At Catholic Regional College Sydenham, we recognise that a small number of students are unable to attend the College for an extended period of time and that this significantly affects their ability to access the curriculum. This policy is designed to provide students with long term and legitimate attendance issues the opportunity to successfully achieve satisfactory completion of their VCE.

Objectives

As part of the educational process, the College endeavours to be inclusive of all students and their learning pathway. Hence, when a student is absent from school for prolonged periods, or has been unable to complete all assessment tasks because of illness or other special circumstances, the school may, upon application from the student, grant Special Provisions for School-based Assessment. In this case, the student should not be penalised for lack of attendance. The Special Provision granted may allow a student to work from home for a period of time. The College will ensure it retains appropriate documentation about any decisions relating to granting provisions for School-based Assessment, including supporting evidence.

Catholic Regional College Sydenham strives to:

- Create a culture of inclusiveness and fairness to all students.
- Ensure that all students are given an equal opportunity to demonstrate satisfactory completion of School-based Assessment.
- Encourage close communication between parents, teachers and relevant medical practitioners.
- Inform parents about its expectations, and their children's activities and development at school.
- From parents, the school seeks timely, honest and complete information about their child. Parents will ensure that the contact information they have provided to the school remains accurate and current. All communication between the school and parents will be respectful, professional and underpinned by considerations of appropriate privacy and confidentiality principles.

Principles

Role of Cluster Coordinators

Cluster Coordinators will, in conjunction with the student, their parents and school leadership, collect medical and other relevant evidence to support the student's application for special provisions. The evidence required will be substantial and could include:

- Specialist Medical Advice
- Psychological or Reports from a registered Health Professional

Cluster Coordinators will assist the student to complete the Internal Special Provision application form.

Role of subject teachers

Subject teachers are responsible for monitoring and reporting on student achievement using both formative and summative assessment tasks. Formative assessment assists students and teachers to identify and provide feedback on learning outcomes.

At the discretion of the College students may be able to complete formative work for the purpose of satisfactory completion of unit outcomes at home.

For the purposes of scored assessment students with internal special provisions must undertake assessment tasks under the same conditions as other students. This may include:

- Attending the College to complete a SAC.
- Completing a scored task at home / hospital under approved supervision.
- Regularly submitting work to their subject teacher for authentication purposes.

Subject teachers are able to modify tasks to suit the needs of students, providing that the standard of work required is not compromised.

Role of the Student

Students that are granted internal special provisions are required to maintain communication with their subject teachers in order to ensure that they are maintaining involvement in the learning program. Student engagement in the learning program is critical in achieving a satisfactory learning outcome.

Students should also regularly communicate with Home Group Teacher / Cluster Coordinators with regard to their illness or family situation.

Approval of Special Provisions

Internal Special Provisions will be granted by a Senior Pathways Panel appointed by the Principal. This group will meet to consider applications as required.

Criteria that would be considered eligible for special provision would be:

- Chronic illness
- Adverse personal circumstances
- A recognised overseas exchange program

Implementation

Principal commitment

The Principal is responsible for ensuring that:

The objectives of this policy are integrated into practice.

Cluster Co-ordinator Role

Cluster Coordinators in consultation with the student, parents, subject teachers and school leadership will coordinate the application for the Special Provisions process.

Subject Teachers

For students that have been granted Special Provisions subject teachers will liaise with the student with regard to the learning program and assessment task requirements for satisfactory completion of learning outcomes.

13. Application Forms

During the course of your VCE studies it may be necessary for you to fill out one or more of the following forms. These are obtained from the Director of Pathways - Student Learning, (the office is located in the Student Services Building), and must be returned to the Director of Pathways - Student Learning.

13.1 Application for VCE with non - GRADED assessment (UVP)

The College believes it is essential for all students to attempt all SAC/SATs, given the demands placed on the study scores achieved in specific subjects for both TAFE and TERTIARY entrance. However, in some cases, it may be considered desirable that students complete all SAC/SATs without graded assessment. In this case, students complete the set learning tasks for an S only. Students will receive an 'NA' – (Not Assessed) for the grading on all attempted SAC. The student does not sit for any examinations for the Units which they are completing tasks for S only.

This process will take place after discussion has been undertaken with the student, the student's parents/guardians, the tutor, cluster coordinator, relevant subject teachers, careers counselling and student support personnel where necessary. At the start of the school year students in Year 12 will be given an Estimated ATAR based on their performance in Year 11. Students with an Estimated ATAR of below 50 will be required to attend an interview to discuss the UVP option.

Non Graded Assessment VCE Option Policy

It is an expectation of the College that all students selecting the VCE academic path to Year 12 will undertake graded assessment including examinations. Students who pre-determine that they do not wish to undertake the graded assessments and examinations should enrol in the Applied Learning path to Year 12 offered in VCAL or apply to do the UVP.

If student circumstances change during their time at the College there are eligibility criteria which provide for a student to have the option to apply to complete their VCE without graded assessment, or examinations. In these cases, students will complete all school assessed coursework for an S only outcome. Students in this category will receive a NA – Not Assessed, for the grading on all attempted SAC. Students are required to meet the learning outcomes for the individual units, completing all necessary SAC. Where a student is under an ILP – Individual

Learning Plan, they may have their SAC and overall course modified to assist them in meeting the learning outcomes.

Eligible Students for UVP Option-Unit 3/4:

CATEGORY ONE:

The following students will be granted this option, if they choose, by applying and completing the relevant paperwork:

1. Students with a Disability / Impairment (**Including all funded students / LNSLN**)
2. VCAL students.

CATEGORY TWO:

1. Students with personal, health, and or welfare issues supported by a specialist practitioner's advice to the College
2. Students with specific Career Pathway options.

CATEGORY THREE:

1. Students that attain an Estimated ATAR of below 50 are recommended to undertake the UVP.
2. Students that attain an Estimated ATAR of less than 40 must undertake the UVP>

Procedure

1. Apply for the 'Non Graded Assessment VCE Option' – Unit 3/4 is to be forwarded to the Principal.
2. An Application Form will be provided.
3. The following documentation will be required:
 - VCE eligibility report to complete VCE (VASS)
 - Supporting documents for application supported by a specialist practitioner's advice to the College

13.2 Withdrawal from Unit 3 and/or Unit 4

The College believes it is essential for all students to attempt 3/4 SAC and SATs, given the demands placed on the scores attained in these subjects for both TAFE and TERTIARY entrance. However, in some cases, it may be warranted or even considered advisable that a student withdraws from a 3/4 subject. This should only take place after the fullest possible discussion has been undertaken with the student, the student's parents/guardians, the tutor, cluster coordinator, relevant subject teachers and student support personnel where necessary, so as the student and their parents are fully aware of the implications of this decision.

VCE Unit 3 / 4 Modified Programs

The normal work load for a student will be at least 22 VCE units over two years. Loads greater or smaller than this will be approved subject to the students seeking advice and receiving permission from the Principal (or delegate). Students must choose a Religious Education subject. All students are required to undertake five Unit 3 / 4 sequences in Year 12. This can include a Unit 3 / 4 sequence of Religious Education. The other option for Religious Education includes a single non-VCE RE Unit which can be added to the five Unit 3 / 4 studies.

Scenario 1: Acceleration and Enhancement Program - Where a student has completed a Unit 3 / 4 study successfully in Year 11 they can pursue two options:

Option 1: The student undertakes a further five Unit 3 / 4 sequences in Year 12 for the additional ATAR.

Option 2: The student applies to undertake four Unit 3 / 4 sequences in Year 12 to maximize their results via a reduced subject load.

Scenario 2: Where a student is failing, or will fail to meet the outcomes for Unit 3 in a study (i.e. will not be awarded an 'S' – Satisfactory result.)

Option 1: The student after all possibility to redeem the result (RE-sit SAC) has failed to meet the outcomes can apply to undertake four Unit 4 sequences in Semester Two during Year 12 to maximize their results via a reduced load.

A VCE eligibility report to complete VCE must be generated on VASS. If the application is successful a Contract stating expectations, key dates, attendance requirements, and no fee reductions will be provided for the parent(s)

and student to sign. If successful, the student and their parent(s) will meet with their Cluster Coordinator every 6 weeks.

Option 2: The student withdraws from the Unit 3 / 4 sequences and enrolls in a Unit 2 study for Semester Two.

Scenario 3: Where a student desires a reduced load at Year 12 due to wellbeing/welfare issues, supported by a specialist practitioner's advice to the College
(Refer to Non-Graded Assessment policy; the same eligibility criteria apply.)

Eligible Students:

1. Students with a Disability / Impairment (Including all funded students / LNSLN)
2. Students with personal, health, and or welfare issues supported by a specialist practitioners advise to the College
3. Students with specific Career Pathway options

The same procedures to apply for Unit 3 / 4 modified program and Non –Graded procedures.

A letter applying for the 'Non Graded Assessment VCE Option' is to be forwarded to the Principal.

An Application Form will be provided

The following documentation will be required:

1. VCE eligibility report to complete VCE (VASS)
2. Supporting documents for application supported by a specialist practitioners advise to the College

An interview with Parents will take place with a Deputy Principal, Cluster Coordinator, and other staff as required. If the application is successful a Learning Contract, stating expectations, key dates, attendance requirements, and no fee reductions will be provided for the parent(s) and student to sign.

For funded students (LNSLN) this process will be substituted by the Program Support Group meeting (PSG), and the Individual Learning Plan (ILP) will be modified accordingly.

13.3 Application for ESL status

A student will be considered eligible for ESL status if both the following conditions are satisfied:

- The student has been a resident in Australia for a period of not more than 7 calendar years immediately prior to 1 January of the year in which the study is taken at Units 3 and 4.
- English has been the student's major language of instruction for a total period of not more than seven years prior to the commencement of the year in which the study is taken at Units 3 and 4. Students will require an interview with the Learning Enhancement Leader - Specialised Student Programs.

13.4 Application for change of VCE / VET subjects

Students may apply to change VCE / VET subjects during the following periods of the academic year:

- During Step – Up and Orientation weeks
- During the first week of the academic year.
- Unit 1-2 Students may apply for subject changes at the end of semester 1 leading into the beginning of semester 2.
- Students must use an application form and pay any additional levies required.
- Students and parents need to be aware that subject change requests may not always be possible due to timetable, class size and staffing constraints.
- It is College policy not to change classes in order to be allocated a preferred teacher.
- Any changes requested outside of the periods mentioned above will require ratification at a SPACE meeting. The Cluster Coordinators need to be aware of the reasons for the change request.

14. General Procedures for VCE Studies

14.1 Rules for students

The VCAA sets down seven rules which a student must observe when preparing work for assessment. These rules apply to SAC and SATs.

They are:

1. A student must ensure that all unacknowledged work submitted for assessment is genuinely his or her own.
2. A student must acknowledge all resources used, including:

Text, websites and source material

3. The name(s) and status of any person(s) who provided assistance and the type of assistance provided.
4. A student must not receive undue assistance from any other person in the preparation and submission of work.

Acceptable levels of assistance include:

The incorporation of ideas or material derived from other sources (e.g. by reading, viewing or note taking) but which has been transformed by the student and used in a new context.

Prompting and general advice from another person or source which leads to refinements and/or self-correction.

Unacceptable forms of assistance include:

Use of, or copying of, another person's work or other resources without acknowledgement.

Corrections or improvements made or dictated by another person.

- A student must not submit the same piece of work for assessment in more than one study.
- A student who knowingly assists other students in a breach of rules may be penalised.
- A student must sign the declaration of authenticity for work done outside class at the time of submitting the completed task. This declaration states that all unacknowledged work is the student's own.
- A student must sign a general declaration that he or she will obey the rules and instructions for the VCE, and accept its disciplinary provisions. (VCE Administrative Handbook)

14.2 Plagiarism

Plagiarism is the act of representing as one's own original work the creative works of another, without appropriate acknowledgment of the author or source.

14.3 Collusion

Collusion is the presentation by a student of an assessment piece as his or her own which is in fact the result in whole or in part of unauthorised collaboration with another person or persons. Collusion involves the cooperation of two or more students in plagiarism or other forms of academic misconduct.

PLAGIARISM AND COLLUSION CONSTITUTE CHEATING.

**ALL STUDENTS WILL BE REQUIRED TO SIGN A DECLARATION STATING THAT THE WORK THEY HAVE
SUBMITTED FOR ASSESSMENT IS THEIR OWN.**

**ANY BREACH OF THE ABOVE RULES WILL RESULT IN AN 'N' RESULT FOR THE SAC/SAT AND AN 'N' RESULT FOR
THE UNIT.**

15. Assessment Policy

Rationale

Assessment aims to discover what a student has learned and what s/he can do with that learning. This involves measuring a student's performance on selected tasks. Different types of learning require different types of assessment task.

At Catholic Regional College Sydenham, assessment is a systematic process by which information is collected and analysed to inform all aspects of the teaching and learning process. Assessment includes both qualitative and quantitative descriptions of an individual's performance and provides timely feedback to students to assist them in improving their level of achievement. As such, teachers at the College plan for the use of both formative and summative assessment.

Objectives

- Assessment is integral to teaching and learning and should inform further learning;
- Assessment is based on explicit criteria that must be explained to students before they begin an assessment task. These criteria are to be related to achievement of the relevant learning outcomes as outlined in the relevant study design or training package;
- Assessment is to be fair and comprehensive, measuring a range of abilities and skills such as recall, comprehension, analysis, synthesis, creativity, transfer of learning to different situations, problem solving, written communication, verbal communication and other forms of communication. A range of assessment techniques is used;
- Assessment of a student's learning is used to identify strengths and weaknesses and plan further learning for that student. A series of assessment records gives an indication of a student's progress.

Principles

- Teachers plan a variety of assessment tasks related to each objective of the course. The results of assessment are used to plan further learning appropriate to each student's needs and talents;
- Records are kept of assessment on SEQTA and made available to those who need them for planning or review purposes;
- Assessment occurs frequently and students obtain feedback on their performance in all assessment;
- The results of each assessment task are recorded in a form most useful for planning and feedback;
- To ensure appropriate and fair assessment, tasks should allow for the needs of students with special learning requirements;
- All subjects use common assessment tasks in which teacher's measure student performance in the task according to the same criteria. Assessment results of these tasks allow comparison of different teaching strategies, enabling teachers to identify and select the most effective strategies. These assessment tasks are recorded as a raw score expressed as a percentage on end of semester reports;
- Assessment records and results are considered confidential. They may be released to the student and parents/guardians concerned or to other teachers for educational purposes and only in accordance with the College Privacy Policy;
- At the commencement of a unit of study students will be provided with an overview that specifies the relevant dates and details of the relevant School Assessed Coursework (SAC) tasks and/or School Assessed Tasks (SAT) learning activities;
- At least one week prior to each assessment task students must be provided with detailed information regarding the time, length, nature of task, procedures and marking criteria;
- Teachers must endeavour to provide students with feedback about performance on assessment tasks within at least two weeks of the task being completed by all students within the subject.

Formative Assessment

"The College believes it is essential for all students to engage in meaningful learning tasks which allows for the demonstration of the essential knowledge and skills in all areas of a student's learning program. Satisfactory completion of a learning outcome should be obtained through the completion of formative coursework."

Formative assessment tasks must be used to determine Satisfactory completion of the outcome prior to the scored task.

School assessed coursework (SAC) should take place after the initial assessment of the learning outcome to score the level of achievement obtained by the student, for the purpose of tertiary entry. SAC may also be used, as an opportunity for students to demonstrate competency if the previously submitted coursework was not deemed to be satisfactory.

LACs should ensure that appropriate records are kept for work being undertaken, ensuring that all work falls within the VCAA guidelines.

LACs should promote to all staff, the notion that authentic assessment can be conducted through formative tasks.

Summative tasks are only appropriate for the purpose of scored assessment.

Satisfactory Unit Result

In order to demonstrate the satisfactory completion of a unit, students must demonstrate achievement of the set of outcomes/competencies for the unit as specified by the VCAA study design.

A student will receive an "S" result for a VCE/VCAL unit or a "C" (Competent) result in a VET unit when the College determines that all of the relevant learning outcomes are achieved satisfactorily through one or a series of formative tasks.

In order to achieve this a student must:

Complete work that demonstrates achievement of the learning outcomes/units of competency;

Submit work on time;

Submit work that is clearly their own;

Observe all VCAA and College rules.

Academic Concern Protocols

Where teachers have concerns regarding student progress the following actions are advised:

- Complete an appropriate concern letter (VCAL letter of concern, VCE letter of concern, VET letter of concern).
- Contact home to discuss student progress.
- Discuss concern with student's Cluster Coordinator.
- Discuss formative assessment task design with LAC.

Not Satisfactory Unit Result

A student will receive an 'N/NYC' result for the unit when the necessary learning outcomes/competencies are not achieved because:

- work does not demonstrate achievement of the outcomes/competencies;
- the student has failed to meet a College deadline for an assessment task or learning task;
- student work cannot be authenticated;
- there has been a substantial breach of rules, including College attendance expectations.

An N result should be issued only when the teacher is convinced that the student cannot or will not meet the learning outcomes through formative or summative tasks. Students will have the opportunity to appeal the N result and teachers will be required to provide evidence that ample opportunities to demonstrate satisfactory achievement have been provided.

The Role of the Teacher

Teachers plan a variety of formative assessment tasks in consultation with other teachers of the same subject and the LAC.

They assess frequently and maintain accurate records of assessment. Formative tasks may be completed at home and in the classroom. Teachers use assessment results as a basis for planning.

Where a student is at risk of not meeting the learning outcomes teachers should follow the Academic Concern Protocols described above.

Assessment records pertaining to the achievement of learning outcomes and the completion of units entered by teachers on student reports should be consistent with those provided for entry on the Victorian Administrative Software System (VASS). Assessment records should also be available to students and parents via SEQTA in either **Formative Assessment (for class- and homework) or Summative Assessment (for scored tasks)**.

For Vocational Education and Training (VET) programs, results provided pertaining to student completion of units of competency must be consistent between student reports, data entered on VASS and data provided to the relevant Registered Training Organisation (RTO).

VCE Unit 3/4 teachers of the same study must cross-mark or benchmark in all scored tasks to ensure that a common understanding of appropriate levels of student achievement is reached. This common understanding will ensure that teachers are able to rank the achievement of all students within a study in a fair manner.

The Learning Leaders Team supports the professional development of staff in this area and may use the results of assessment as a component in the evaluation of whether the educational goals of the College are being met. Learning Leaders challenge and support teachers in developing and using a broad and appropriate range of assessment tools.

15.1 VCE School Assessment

SAC CALENDAR- is posted on the school website, published in the newsletter and will be available on the school's intranet. It is important that students are aware of the SAC dates and plan their study plans accordingly. Learning outcomes will be graded as either: S (Satisfactory) or N (Not Satisfactory).

SACs may be graded on either:

- A letter grade scale or percentage (raw score) and/or a criteria sheet (VH, H, M, L, VL, NS) or a test score result;
- Any outcome of a standard that is not satisfactory will be awarded 'N' (Not Satisfactory), therefore the overall assessment of the Unit will be 'N' (Not Satisfactory);
- An overall assessment of S (Satisfactory) or N (Not Satisfactory) will be given for the unit;
- A student must receive a score of 50% as a minimum in order to pass School Assessed Coursework tasks (SAC's) and also to pass the overall Unit in any given subject. All teachers will maintain record sheets of a student's progress. Students will also maintain records of their achievements; these should be carefully monitored by parents.

15.2 Unscrewed VCE Program

The philosophy "every pathway is valid" drives the development of learning programs at the College. It is our aim to provide our students with a broad range of learning programs that will engage them whilst they are at the College. The Unscrewed VCE Program (UVP) honours the College's commitment to this philosophy.

As outlined by the Victorian Curriculum and Assessment Authority (VCAA), the VCE is awarded on the basis of satisfactory completion of units according to VCE program requirements. The decision regarding satisfactory completion of a unit is distinct from the assessment of levels of achievement. Whilst School Assessed Coursework (SAC) and School-Assessed Tasks (SAT) are generally used to determine both satisfactory completion of a unit and assessment for a study score, it is not a requirement that these tasks be scored. A student whose work is not scored, but assessed only as Satisfactory/Not Satisfactory will still be eligible to complete all of the VCE units that they are enrolled in at the College and therefore will still be eligible to complete the VCE.

Students entering the Unscored VCE Program will receive pathways counselling and will indicate that they wish to follow a post secondary pathway that does not require an Australian Tertiary Admission Rank (ATAR). Courses that do not require an ATAR include Certificate IV and Diploma Courses at TAFE.

Students within the program will complete set learning tasks for an S only result. They will receive an 'NA' (Not Assessed) for the grading on all attempted assessment tasks and will not sit for any examinations throughout the year or at the end of the year. Students entering the program will complete all subjects without scored assessment, but will still be eligible for the VCE without study scores; however they will not be eligible to receive an ATAR. It should be noted that every year a significant number (approximately 45%) of Catholic Regional College Sydenham students follow a post secondary pathway that does not require an ATAR. Students must endeavour to remain actively and positively engaged in the learning opportunities whilst at the College. It is an expectation that students will attend scheduled classes until the end of term 3. At this time it is expected that students will have completed all learning outcomes required to be awarded an S result for the units that they are enrolled in. Whilst students in UVP will not be undertaking examinations, they are required to take part in the Unscored VCE Program Transition Course during term 4. This program is designed to support transition from the school environment to further study or employment. This course will involve attendance at the College up to the day prior to the final graduation ceremony. The course includes learning activities such as the creation of cover letters and resumes for job applications, how to search for employment positions, mock interviews with industry professionals, work placements and TAFE applications.

The UVP Program provides an opportunity for students to complete their VCE, graduate with their peers and gain entry into a selected TAFE course. As such, this program is recommended for many students at Catholic Regional College Sydenham as a means of achieving success. (see Formative Assessment section)

There are a number of ways that teachers are able to assess students' ability to meet the requirements for a satisfactory attainment of the outcome. Many of these are found within the study design document for each subject area. These may include, but are not limited to:

- a folio of exercises (manual and ICT-based)
- a test (manual and/or ICT-based)
- summary or review notes.
- an assignment (manual and/or ICT-based)
- a case study (manual and/or ICT-based)
- a classroom presentation (oral or multimedia)
- a report or research report (written, oral or multimedia)
- recording and reporting on data collected in the field;
- data processing, analysis and presentation;
- short-answer questions and/or structured questions;
- role-plays;
- a web page;
- problem-solving tasks;
- modelling tasks.
- a video with accompanying written text;
- a newspaper article;
- a feature magazine article;
- a radio program;
- discussion of the use of language and point/s of view in a persuasive text.

15.3 Examination Policy

Rationale

Examinations are set for each Unit 1 and 2 study to assess a student's:

- level of academic performance under examination conditions;
- ability to recall and apply theory, knowledge and understanding of the content area;
- critical thinking and problem-solving skills;
- communication skills;
- ability to work alone and under time pressure/constraints.

Examination scores are pivotal in the calculation of Study Scores for each Unit 3 and 4 sequence and in the calculation of the ATAR at the end of the VCE program. As such, the opportunity for students to be exposed to formal examinations is imperative.

Examinations are set for each Unit 3 and 4 study by VCAA. The College provides students with trial examinations in order to prepare students for the end-of-year examination period.

Policy Guidelines

Examinations are an integral part of the assessment at Catholic Regional College, Sydenham.

Common examinations are compulsory and are set at the end of each VCE Unit 1 and Unit 2 subject completed by students.

Students will be required to follow the examination rules and guidelines as set by the College for all examinations. These guidelines are in accordance with the VCAA examination rules.

At the discretion of the College, students who attain an examination grade of C (60%) or above will be given first preference entry into the Unit 3 and 4 sequence of that subject.

Students who do not achieve this standard may be required to attend a course interview for entry into the Units 3 and 4 sequence. They will only be eligible for entry into Unit 3 and 4 if the interviewer makes a recommendation for entry and if there is space available after those who meet the minimum requirement have been enrolled.

Students who opt for a new Unit 3 and 4 sequence without completing Units 1 and 2 will, in lieu of an examination result, be required to attend an interview with the relevant Learning Area Convenor and/or the Director of Pathways - Student Learning. Semester, interim and progress reports will be considered in making a decision.

Examination Rules

Students attending both unit 1-2 and unit 3-4 examinations are required to observe the rules for VCE examinations. VCE exam rules are provided to students prior to the examination period and are published in the examination venue.

Students are able to apply to VCAA (unit 3-4) or the College (unit 1-2) for Special Provisions if there is sufficient grounds.

Students that are absent for exams must provide a medical certificate (unit 1-2) in order to be granted the opportunity to reschedule the missed exam. Students that miss an exam without sufficient grounds will be given a score of zero.

Students that are prevented from undertaking an examination in unit 3-4 will be required to apply to VCAA for a derived exam score. The College cannot guarantee that students that miss a unit 3-4 examination will be granted a derived score. This decision is made by VCAA.

Examination Procedures

- VCAA Examination and College rules apply for the examinations.
- All examinations are compulsory.
- If you are sick on the day of an examination your Cluster Coordinator must be contacted.

- (Medical Certificate must be supplied). Examination will be rescheduled-obtain an exam reschedule form from front office and give this to College Organiser who will reschedule your exam.
- Check windows of the COLLEGE HALL for class examination location and seat number for each examination. (This will be different for each examination). All students should know their examination location and seat number before they enter the examination room.
- Full College Uniform must be worn.
- Students must have their Student Identification card with them for entry to each examination. This is to be placed face up on the table.
- Students should arrive at the College at least 20 MINUTES before the examination scheduled start time.
- Students should be ready to enter the examination room at least 15 minutes before the examination start time.

Unit 1 and 2 Examinations

Examinations for Unit 1 and Unit 2 studies are internally produced by Catholic Regional College Sydenham staff and are scheduled for the end of Semester One and Semester Two.

As examinations are compulsory, all Unit 1 and Unit 2 studies will incorporate an end of semester examination as part of their assessment component.

Students that have made a decision to enter the UVP or VCAL study stream will not be required to sit Semester 2 examinations.

Examinations for the majority of studies are comprised of 10 minutes Reading Time and 90 minutes of writing time.

Unit 3 and 4 Examinations

The College conducts the following trial unit 3-4 examinations in the mid-year exam period (May-June).

1. Practice GAT
2. English
3. English Language
4. Literature

The College conducts trial exams for all scored VCE subjects during the term 3 break (October). All students undertaking a scored unit 3-4 subject must attend the trial examinations. Students that fail to attend a trial exam without sufficient documented cause will not be able to participate in the end-of-year VCE examinations.

General Achievement Test (GAT)

All students undertaking one or more scored VCE/VET subjects must sit the GAT which is conducted in June.

VCAA conducts examinations for unit 3-4 subjects at the end of the year. Students are provided with a examination navigator and examination timetable at the end of term 3. It is the student's responsibility to ensure that they attend their exams at the correct time and date.

15.4 Year 12 VCAA Unit 3 & 4 SAC Scale & Report Descriptors

Reports	Grade	SAC Score Scale					
VCAA Descriptors <i>as per the Assessment Handbooks for each Unit 3 & 4 Study</i>		20 marks	25 marks	30 marks	40 marks	50 marks	60 marks
	A	17 - 20	21 - 25	25 - 30	33 - 40	41 - 50	49 - 60
	B	13 - 16	16 - 20	19 - 24	25 - 32	31 - 40	37 - 48
	C	9 - 12	11 - 15	13 - 18	17 - 24	21 - 30	25 - 36
	D	5 - 8	6 - 10	7 - 12	9 - 16	11 - 20	13 - 24
	E	1 - 4	1 - 5	1 - 6	1 - 8	1 - 10	1 - 12

15.5 Unit 3/4 Study Score Contribution

	(25%)	(25%)	(50%)
Technology- Contribution to Study Score: Informatics Software Development Contribution to Study Score: Food & Technology Product Design & Technology (Fabrics & Wood) Systems Engineering	Unit 3 Coursework 20% 20% Unit 3 & 4 Coursework (30%) (20%) (20%)	Unit 4 Coursework 30% 30% School Assessed Task (40%) (50%) (50%)	November Written Examination (50%) (50%) November Written Examination (30%) (30%) (30%)
Visual Arts- Contribution to Study Score: Art Media Contribution to Study Score: Studio Arts Contribution to Study Score: VCD Performing Arts- Contribution to Study Score: Theatre Studies Contribution to Study Score: Music Performance	Unit 3 & 4 Coursework (20%) (20%) School Assessed Task 1 (33%) Unit 3 & 4 Coursework (25%) Unit 3 & 4 Coursework (45%) (30%)	School Assessed Task (50%) (40%) School Assessed Task 2 (33%) School Assessed Task (40%) October Monologue Performance Examination (25%) October Performance Examination (50%)	November Written Examination (30%) (40%) November Written Examination (34%) November Written Examination (35%) November Written Examination (30%) November Aural & Written Examination (20%)
VCE VET- Contribution to Study Score: Business Community Services Furnishings Hospitality Hospitality- Kitchen Operations Information Technology Laboratory Skills Music-Technical Production Sport & Recreation Contribution to Study Score: Dance Music	Unit 3 & 4 Coursework (66%) (66%) (66%) (66%) (66%) (66%) (66%) (66%) Unit 3 & 4 Coursework (50%) (50%)	November Written Examination (34%) (34%) (34%) (34%) (34%) (34%) (34%) (34%) October Performance Examination (50%) (50%)	

15.6 Indicative Examination Grades

The VCAA requires all teachers of Units 3 & 4 subjects to submit indicative grades before students undertake examinations in June and November.

Indicative grades serve a number of purposes:

- They help determine whether or not a student's actual examination grade is anomalous
- They are used to help calculate a Derived Examination Score, if such is required.

There are a number of points to bear in mind when calculating indicative grades:

- The ranking and level of spread for the *school cohort* are most important as the VCAA moderates the

Indicative grades to ensure statistical reliability; statistically unreliable indicative grades will be ignored.

- Teachers should try to rank and spread students' grades as accurately as possible but should not be overly concerned if the indicative grades do not indicate the exact level of final examination performance of their students; consistency in estimating indicative grades is as important as accuracy.

Some suggested strategies for determining indicative grades include the following

- Referring to results of practice examinations
- Ranking students by performance in school-based assessment and applying an appropriate grade
- Referring to prior knowledge of students' relative ability in the study
- Referring to the VCAA Statistical Reports on Graded Assessment and range of scores

16. VCAL School Assessment

16.1 Assessment Principles for Learning within VCAL Programs

Assessment within the VCAL should be based on the following principles:

- Assessment tasks/activities should be grounded in a relevant context and not be culturally biased.
- Students should have the opportunity to demonstrate achievement at their own pace.
- Instructions for assessment tasks/activities should be clear and explicit. Students must know what is expected and the criteria by which satisfactory completion will be established.
- Time allowed to complete a task should be reasonable and specified and should allow for preparation and reflection as appropriate to the activity. Where the assessment task is linked to a project or activity the assessment tasks/activities may take place over a number of weeks.
- Assessment tasks/activities should be open-ended and flexible to meet the specific needs of students.

16.2 Integrated Assessment in VCAL

Assessment in the VCAL can be integrated to focus on the assessment of integrated curriculum projects/activities rather than specific assessment tasks developed for individual learning outcomes or elements of competency. In developing an integrated or holistic approach to assessment, a number of outcomes (VCAL learning outcomes and/or VET learning outcomes) from curriculum components in one or more strands can be grouped into logical, assessable activities that take into account project-based or thematic activities.

16.3 VCAL Assessment for Students with Disabilities

While flexibility in relation to assessment methods, assessment tools and context is encouraged to meet the specific needs of students, the validity and reliability of the assessment must not be compromised in any way.

Flexibility in assessment methods is important, particularly for students with disabilities. In some instances, the time taken to provide a response in alternative modes may be considerably longer and it may be unrealistic to expect such learners to achieve the outcomes in the stated nominal hours. Students may need an extended time to complete the learning outcomes in these cases.

When assessing students with particular learning needs the validity and reliability of assessment must be maintained.

16.4 Recognition of Prior Learning (RPL) in VCAL

Recognition of Prior Learning (RPL) is applicable to students who can demonstrate prior learning and experience relevant to the VCAL Personal Development Skills (PDS) and Work Related Skills (WRS) units. Where students have been granted RPL, evidence must be completed and kept by the VCAL Coordinator that demonstrates successful completion of the entire unit learning outcomes.

RPL is the acknowledgment of skills and knowledge obtained through any combination of formal or informal training, experience or general life experience. Final decisions regarding RPL for VCAL PDS and WRS units are the responsibility of the VCAL Coordinator.

16.5 Assessment Principles for VCAL Units

A VCAL unit provides learning outcomes that are not linked to a particular curriculum or syllabus design. They enable the development of locally relevant teaching and learning programs that will lead to achievement of the learning outcomes.

The learning outcomes encompass broad generic skills important for active citizenship, work and further study. The VCAL Curriculum Planning Guides contain learning outcomes for VCAL Literacy and Numeracy Skills, VCAL Work Related Skills, and VCAL Personal Development Skills units.

The assessment principles outlined previously in this section also pertain to assessment of VCAL units. Assessment of VCAL units should enable:

- an integrated or project approach to the development of assessment tasks that recognise learning that has occurred in the context of work and community settings;
- assessments that are linked at times to authentic tasks and activities;
- more than one opportunity to demonstrate a learning outcome successfully, if appropriate;
- successful completion of all learning outcomes through either the one integrated assessment task or spread over a number of different tasks;
- assessment that does not disadvantage any student and that provides a flexibility in the range of methodologies that caters to the needs of individual students.

16.6 Assessment Methods for VCAL Units

A range of assessment methods can be used to verify successful completion of the learning outcomes of each VCAL unit in the VCAL learning program. Assessment methods must be flexible, valid, reliable and fair and may include compilation of a student portfolio of evidence that can include, but is not restricted to, documented evidence of:

- student self-assessment
- teacher observation
- reflective work journals
- student log books
- oral presentations
- oral explanation of text
- written text
- physical demonstration of understanding of written or oral text
- discussion
- debates
- role-plays
- folios of tasks or investigations
- performing of practical tasks
- photographic/video productions
- Microsoft PowerPoint presentations.

16.7 Successful Completion of VCAL Units

The College coordinates the assessment and collection of results for all curriculum components within the VCAL learning program. The satisfactory completion of curriculum components must be in accordance with the assessment guidelines for the accredited curriculum.

For VCAL units, students will receive a satisfactorily completed (**S**) or not yet complete (**N**) result for each unit. Students will receive an '**N**' in a VCAL unit if they do not meet the course requirements outlined in the Curriculum Planning Guides.

17. Vocational Education and Training

17.1 VET Satisfactory Unit of Competence Result

Students receive a '**C' (Competent)** for a unit of competence when they have demonstrated competence as assessed by the Registered Training Organisation (RTO). Satisfactory completion of VCE VET units is calculated automatically as students satisfactorily complete Units of Competence/modules. Most VCE VET programs consist of four VCE VET units containing one Unit 3 & 4 sequence.

17.2 VET Not Satisfactory Unit of Competence Result

Students will receive an '**NYC' (Not Yet Competent)** for a Unit of Competence if they have not yet demonstrated competence. Where a student has not satisfied sufficient Units of Competency/modules to be awarded satisfactory completion of a VCE VET unit, the result is left blank.

18. Reporting

Introduction

Reporting is the process by which assessment information is communicated in ways that assist students, parents and the College in making decisions. It provides information about what students know and can do along with recommendations for the future.

Assessment Tasks – results and feedback

Subject teachers will create an **Assessment Plan** for the subject and submit this to the relevant Learning Area Convenor.

The Assessment Plan will include all task details:

- Topic
- Task Title
- Task Description
- Marking Style and Submission Method
- Start and End Date

The Learning Area Convenor will post the information on SEQTA in the subject learning space.

Assessment Tasks – results and feedback

- Written feedback for each learning task must also be provided in the **Feedback** text box on SEQTA in the form of a brief written comment.
- This statement will replace the comments provided on end of semester reports which from Semester 1, 2017 will only require two points under the heading: "**Recommendations for Future Improvement**"

Objectives

Reports are:

- delivered in a timely manner
- consistent with CEOE directives
- reflective of the curriculum
- explicitly linked to delivered programs and learning experiences
- accessible to the intended audience

SEQTA ENGAGE: Parents are able to access **Formative and Summative Assessment tasks** via SEQTA Engage. Teachers are required to post results on SEQTA within 2 weeks of the task. Written feedback should also accompany each task. Students and parents will access the following:

- SAC result
- Class Average
- Subject Average
- Class Rank / Percentile
- Subject Rank / Percentile

Principles

Reporting to parents/guardians may be in the form of verbal or written communication.

As part of the educational process parents/guardians are kept informed of the achievements and needs of their sons/daughters over a designated time period.

Staff may telephone parents/guardians, or meet with them regarding academic or behaviour problems, after consultation with the Tutor teacher and the Cluster Coordinator

Interim reports are made available to parents online via SEQTA ENGAGE at the end of first and third terms. They are intended to give parents/guardians a general idea of performance and effort in each subject

Comments on work habits, though subjective, are based on behavioural indicators such as initiative, organisation, cooperation, adaptability, communication, and citizenship.

Parent Teacher Interviews are conducted during Terms 2 and 3. The dates of these Parent/Guardian and Teacher Interviews are published on the College Calendar of Dates in the College Newsletter. Students are expected to be in attendance at interviews with their parents/guardians. These interviews are intended to enable parents/guardians, together with their son/daughter, to receive feedback well before end of semester reports are completed

Semester Reports are available for parents/guardians to view online via SEQTA ENGAGE at the end of Semester 1 and Semester 2. These reports contain, for each subject, the level achievement in concepts and skills, grades for each learning task and areas for future improvement. See appendix 1.

18.1 The Role of the Teacher

- Teachers make an on-balanced judgement of student achievement based on gathered evidence that is able to be authenticated
- Teachers are responsible for maintaining necessary communication with parents/guardians
- Each teacher reports on each student in that teacher's class based on records of assessment and the student's approach to the study. Reports are submitted by the scheduled date
- Teachers must report on each student's attendance record.
- The Learning Area Convenor, in consultation with the subject teachers, ensures that the report format details given to the Reports Manager is accurate, complete and submitted on time.
- The Reports Manager is responsible for the electronic reporting system (SEQTA), the collection of reporting data from teachers and ensuring that reports are collated accurately and available online to be viewed by parents/guardians.

18.2 Reporting of Results / Grades

VCE and VCAL students are assessed on the relevant learning outcomes for each unit of study using set criteria.

After assessment tasks are submitted and marked, teachers will provide appropriate feedback to students in the form of:

- written comments;
- or
- very high, high, medium, low, very low, not shown on a criteria sheet;
- or
- raw score expressed as a percentage for each individual piece of assessment.

The VCAA will moderate all VCE School Assessed Coursework against the examination results and therefore staff at Catholic Regional College will NOT report or provide feedback on:

- the students ranking position in the Unit of Study
- the totalling or averaging of scores for Assessment Tasks
- a letter grade for the Assessment Tasks or SATs

VCE students need to be aware that their total School Assessed Coursework scores may change following moderation performed by the Victorian Curriculum and Assessment Authority.

School Assessed Coursework and School Assessed Task scores are awarded by the Victorian Curriculum Assessment Authority and not by Catholic Regional College.

18.3 Report Details

The following information is provided to parents on Semester Reports.

VCE

Final Result: The overall result for the unit is recorded as S or N.

S: Student has satisfactorily achieved all of the learning outcomes within the unit.

N: Student has not satisfactorily achieved all of the learning outcomes within the unit.

Unapproved Absences:

The number in this field represents the number of lessons missed for reasons that are not approved in this unit of study for the semester.

Late Arrivals to Class: Number of lessons for which the student has been recorded late to class.

Learning Outcomes: What a student must know and be able to do in order to satisfactorily complete a specific unit.

S: Satisfactory

N: Not Satisfactory

Assessment Tasks: Activities undertaken by students to determine their level of performance.

Unit 1 / 2:

The level of achievement is represented by a raw score expressed as a percentage (%) according to graded criteria.

S: Task completed satisfactorily, no score provided.

UG: Level of achievement did not meet the minimum requirements for assessment; that is below an E standard.

NA: Not Assessed

Unit 3 / 4:

Numerical scores are provided for School Assessed Coursework. The report will show these as a raw score expressed as a percentage. This raw data is then used in the statistical moderation process which is conducted by the Victorian Curriculum and Assessment Authority (VCAA).

Students participating in the Unscored VCE Program (UVP) will be assessed using the following descriptors:

S: Task completed satisfactorily, no score provided.

N: Task not completed to a satisfactory standard.

Work Habits: These comments describe a student's approach to their study as demonstrated to the teacher.

They are assessed using the following descriptors:

Excellent, Very Good, Good, Fair, Low & Needs Improvement

VCAL

Current Progress: The current progress in the program of study is recorded as S or N.

S: Student has satisfactorily met the requirements of the unit.

N: Student has not satisfactorily met the requirement of the unit.

IP: The study of the unit is currently "In Progress".

Unapproved Absences:

The number in this field represents the number of lessons missed for reasons that are not approved in this unit of study for the semester.

Late Arrivals to Class: Number of lessons for which the student has been recorded late to class.

VCAL Level: Foundation - focus is on knowledge and employability skill development, supported by a strong emphasis on literacy and numeracy skills and preparatory learning.

Intermediate - focus is on knowledge and employability skills development that leads to independent learning, confidence and a higher level of transferable skills.

Senior - focus is on knowledge and employability skills that leads to a high level of interpersonal skills, independent action and achievement of tasks that require decision making and leadership.

Learning Outcomes: What a student must know and be able to do in order to satisfactorily complete a unit.

S: Satisfactory

N: Not Satisfactory

IP: The achievement of the learning outcome is currently "In Progress".

NYD: Not yet delivered- to be delivered during semester 2.

Assessment Tasks: Tasks are assessed as Satisfactory, Not Satisfactory, or In Progress.

Work Habits: These comments describe a student's approach to their study as demonstrated to the teacher. They are assessed using the following descriptors: *Excellent, Very Good, Good, Fair, Low & Needs Improvement*.

VET

Unapproved Absences:

The **number in this field** represents the number of lessons missed for reasons that are not approved in this unit of study for the semester.

Late Arrivals to Class: Number of lessons for which the student has been recorded late to class.

Units of Competency: A unit of competency specifies the knowledge and skills, and the application of that knowledge and skills, to the standard of performance expected in the workplace. Students must demonstrate these standards via learning tasks in order to be assessed as having demonstrated competency.

C: Competent – student has demonstrated appropriate skills and knowledge within the learning requirements of the unit.

NYC: Not Yet Competent - student has not demonstrated appropriate skills and knowledge within the learning requirements of the unit.

IP: In Progress – the delivery / assessment of the unit is in progress.

NYD: Not Yet Delivered - to be delivered during semester 2.

Work Habits: These comments describe a student's approach to their study as demonstrated to the teacher. They are assessed using the following descriptors: *Excellent, Very Good, Good, Fair, Low & Needs Improvement*.

19. Attendance, Achievement and Promotion

At Catholic Regional College Sydenham, we acknowledge that the effectiveness of the learning and teaching program is dependent upon each student making maximum use of the available teacher and school contact time. It is expected that all students, as a condition of enrolment, agree to attend all classes unless ill. Therefore, the College requires communication from parents/guardians for all absences via either a written note or a phone call. The Student Attendance, Achievement and Promotion Policy at Catholic Regional College Sydenham provides requirements for student progression from one-year level to the next. It is the basis for the course selection processes for Years 11 and 12 and for students wishing to participate in accelerated studies.

STUDENT ATTENDANCE, ACHIEVEMENT AND PROMOTION POLICY

Student promotion from one year level to the next

In order for both VCE and VCAL students to be promoted to the next year level, the following requirements apply:

- Students must demonstrate, through his/her behaviour and attendance, a commitment to the values of the College. This includes attendance and participation at official College functions;
- Students must receive a Satisfactory (S) overall result in at least 75% of VCE/VCAL/VET units undertaken in a calendar year;

- Dependent upon grades and attendance in Year 10, students enrolling in Year 11 for the following year will be assessed by Catholic Regional College Sydenham with an offer made by the College for access to one of the following programs: VCE, Unscored VCE or VCAL;
- Following analysis of the student's grades and attendance in Year 11, students wishing to enrol in Year 12 for the following year will be assessed by the College with an offer made to access one of the following programs: VCE, Unscored VCE or VCAL;
- The College reserves the right to refuse enrolment to a senior secondary pathway where a student has not been assessed as capable, able or prepared for the course of study.
- All students are required to successfully complete at least one unit of study in Religious Education. Students who do not pass this unit will be required to repeat the unit in the following semester. A student who receives an N in an RE unit after two attempts will be required to meet with the Principal to discuss their future enrolment at the College.

In order for a VCE or VCAL student to be promoted to the next unit of study, it is expected that the student receive a Satisfactory (S) overall result in the preceding unit with a minimum of a 60% average in VCE studies.

It should be noted that at all times, the process of promotion to the next year level would be based upon the individual needs of each student and consideration of circumstances which have affected, or may be affecting the student's progress. The final decision in regard to promotion will be at the discretion of the Principal.

The Student Pathways and Community Engagement Team (SPACE) meets regularly to manage pathway options so as to best meet the individual needs of students and to facilitate student transition to appropriate and sustainable post school destinations. The Principal designates responsibility to this team to make decisions pertaining to the implementation of College policies. A student may appeal decisions directly to the Principal.

Attendance Requirements

Student attendance will be marked every lesson. Students are required to attend the College for all scheduled classes.

In order to be eligible to receive an "S" (Satisfactory) result:

- Unapproved Absences must not exceed more than three lessons of class time for each specific subject within a semester of study. Students who exceed this limit and do not meet the attendance requirements will receive an 'N' (Not Satisfactory) result for the relevant unit;
- Students must be marked as "present" for a minimum of 70% of all scheduled classes. The 70% attendance requirement allows for a combined total of 30% approved and unapproved absences.

Family holidays are not approved absences. Families should not plan a holiday during school time where students in Year 11 or 12 will miss classes. Students receive 12 weeks per year of non-tuition time where holidays can be taken. Holidays during school time in Year 11 and 12 jeopardise a students' opportunity for success and as such the College cannot sanction such time out of class. Absences from class during a period of suspension will be classified as unapproved absence.

An absence from any class is considered to be an "*unapproved absence*", except for the following circumstances that will allow for an "*approved absence*":

- A medical certificate that complies with the guidelines of the Australian Medical Association regarding the period of illness accompanied by a note or phone call from a parent/guardian is provided;
- A statutory declaration made by parents/guardians is provided. This may be used only to approve an absence due to illness for a single day and only if it is provided to the College on the school day following the absence. A statutory declaration will not be accepted to approve absences for classes where a School Assessed Coursework task (SAC) is scheduled.
- The Student Pathway and Community Engagement Team may also approve absences where the parent/guardian has discussed with the Cluster Coordinator/Director of Community Engagement the exceptional circumstances that prevent attendance (e.g. family tragedy).

Students who do not attend class for the following reasons will be recorded as "School Approved Activity":

- Students who attend a meeting with the Principal or his/her nominee for school related purposes (e.g. a meeting with the College Counsellor, Social Worker etc.);

- Students who attend other school related activities such as participation in College sports teams or attendance at an overnight camp for College purposes.

The College reserves the right to authenticate all Medical Certificates with the issuing practitioner. Any Medical Certificates found to be fraudulent will result in the student and their parent/guardian being required to meet with the Principal to discuss their future enrolment.

VCE Requirements

Units 1 - 4 in all VCE studies are conducted under the auspice of the Victorian Curriculum Assessment Authority (VCAA). Successful completion of the Victorian Certificate of Education (VCE) is dependent on a student's two or three year program and must include a satisfactory completion of a minimum of 16 units which include:

- 3 units from the English group;
- 3 sequences of Units 3 and 4 studies other than English.

Victorian Tertiary Admissions Centre (VTAC) also advises that for the calculation of a student's ATAR (Australian Tertiary Admission Rank) the satisfactory completion of both Units 3 and 4 of an English study is required.

VCAL Requirements

All VCAL studies are conducted under the auspice of the Victorian Curriculum Assessment Authority (VCAA). To be awarded the VCAL, students must successfully complete a learning program, which is designed to comply with the following credit requirements. It must:

- Be made up of 10 credits
- Include curriculum components from each of the following four VCAL curriculum strands:
 - (a) Literacy and Numeracy Skills
 - (b) Industry Specific Skills
 - (c) Work Related Skills
 - (d) Personal Development Skills.
- Include:
 - a minimum of two VCAL units;
 - in the Literacy and Numeracy Skills strand, curriculum components to the value of one credit for literacy and one credit for numeracy;
 - in each of the remaining three strands, curriculum components to the value of at least one credit in each;
 - curriculum components to the value of six credits at the level of the VCAL award, of which one must be for Literacy and one credit must be for a VCAL Personal Development Skills unit.

At the VCAL Intermediate and Senior levels, the learning program must include accredited Vocational Education and Training (VET) curriculum components to the value of a minimum of one credit in the Industry Specific Skills Strand.

VET Requirements

Vocational Education and Training Programs are conducted under the auspices of various Registered Training Organisations. In order to be eligible to successfully complete the requirements of the program, students are permitted to be absent from no more than two weekly sessions (or the relevant time equivalent). Failure to abide by this commitment may result in student withdrawal from the program.

In order to be promoted into the second year of a VET program students must demonstrate competency for at least 75% of the combined nominal hours for all units of competency within the program.

Implementation - Pastoral Intervention for 'At Risk' Students

If a student receives two or more 'N' results, the following process will occur:

- The Cluster Coordinator or representative will discuss the concern at a meeting of the Student Pathway and Community Engagement Team
- An interview with the student and parent/guardian will be organised to discuss strategies required for:
 - the student to obtain a level of achievement to progress to the next year level, or
 - the student to consolidate their learning and studies at the current year level.
- The student will be placed on a learning contract that will specify conditions that must be adhered to in order to ensure their future progression.

All students who are deemed to be 'at risk' due to concerns over their academic progress will be placed on a learning contract outlining how the student must satisfactorily fulfil the study requirements of the College. Students who receive an N in year 12 will have their early dismissal/late arrival privileges revoked and be required to complete supervised study in Study Hall during these periods for the remainder of the year.

20. Student Pathways and Community Engagement (SPACE)

Terms of reference

Composition

Deputy Principal

Director of Pathways Engagement

Director of Community Engagement

Cluster Coordinator

As required

Psychologist

Counsellors

Tutors

Other staff as determined by the Panel

Rationale

Recent social and economic changes have placed new demands on Catholic schools to provide adequate pathways that lead to successful transition for all students. Young adults are confronted with the challenge of achieving successful transition from school to work and further education and training. A number of national and state developments in response to social and economic changes have recently been introduced. These responses have led to the creation of a myriad of agencies and organisations that aim to create links between schools and community stakeholders. In many cases these agencies are able to provide funding for programs and additional services to schools that are often under-utilised by schools. Furthermore, in light of these social and economic changes, a large number of students are now staying at school beyond the compulsory years. This leads to a more diverse cohort of students that requires a more diverse curriculum to engage them.

Objectives

- To provide students at Catholic Regional College Sydenham with pathways so as to facilitate a transition to appropriate and sustainable post school destinations.
- To manage pathway options so as to best meet the individual needs of students at Catholic Regional College Sydenham.

Scope

The Student Pathways and Community Engagement (SPACE) will case manage the following areas, making appropriate recommendations to the Principal where required:

- Breaches of VCAA and College rules;
- Student disciplinary proceedings for breach of rules and protocols;
- Application and approval of modified College programs (e.g. UVP, VCE);
- Approve and establish school-parent contracts for all variations to student programs
- Approval of Course selection;
- Approval for Course changes once studies have commenced;
- Ensure compliance with satisfactory completion policy;
- Review student Course selections where established criteria have not been met;
- Approve and establish school-parent contracts for all variations to student programs;
- Review and manage Special Provision applications;
- Process Special Provision after N application forms;
- Address issues as referred to the panel by the Cluster Coordinators from the Cluster Wellbeing Meetings;
- Establishing, approving, implementing and managing Australian School Based Apprenticeship programs;
- Approve Year 13 applications;
- Liaise with external agencies;
- Check student eligibility of VCE/VCAL program on VASS;
- Formalise and administer early exit processes.

- Approve variations in the compulsory number of units to be studied at CRC Sydenham.

Meetings

- The SPACE team shall meet fortnightly in Cluster groups with the agenda circulated prior to the meeting;
- The agenda shall list the students' names, the students' cluster, the senior secondary certificate they are enrolled in and a description of the issue to be addressed;
- The minutes of the meetings shall be circulated within 2 days of the meeting and shall list action points, the person responsible for the action and the date by which the action is to be completed;
- The agenda and minutes of the meeting shall be circulated to all members of the panel, the Cluster Coordinators, the Leadership Team, and other staff as determined by the students discussed in the meeting.

21. The Role of the Parent / Guardian

The prime responsibility for the satisfactory completion of the senior years of schooling rests with the student. However, parents/guardians (and teachers) also have a role to play in the final years of the student's secondary education. Formal education is carried out at the school. This process continues in the home setting, especially with regards to attitudes and values. In the home the education may occur in a setting that is less formal, and less structured but no less valuable.

Parental support may be offered in a variety of ways such as in the following examples.

Discussion

Regular discussion between parents/guardians and students may identify areas of satisfaction or areas of concern. Such discussion may resolve a problem or may lead to some process to attempt solutions.

Discussion topics might include:

How does the student evaluate his or her own progress?

What is a reasonable balance between school commitments, family commitments, sport, employment, social activities, etc.? (The school recommends a maximum of 9 hours per week of employment. Every hour over this becomes detrimental to a student's study program)

What is a reasonable amount of homework for a student? (The school recommends 15-18 hours per week in Year 11, 18-20 hours per week in Year 12)

What strategies does the student employ to deal with hectic schedules of outcomes and studying for exams?

What type of encouragement and discipline from the parent/guardian will benefit the student?

Study Environment in the Home

Ideally, students will be able to do their schoolwork in an area that is free from noise and household distractions. Health issues may be addressed by the provision of good quality lighting and ventilation, as well as suitable ergonomic furniture.



Liaison with School

Parents/guardians are welcome to contact the school at any time. In most cases the first contact should be made with the student's tutor. This may then lead to further contact with appropriate personnel such as subject teachers, Cluster Coordinators, Director of Pathways - Student Learning, VCAL Coordinator, VET Coordinator etc.

22. Pathways after Satisfactory Completion of the VCE

By the time students have completed the VCE they have completed 12 or 13 years of schooling. Careful consideration should be given before a further course of study is attempted.

A course of study after VCE will probably involve either a TAFE College or a University.

To enter most Tertiary Institutions, Year 12 VCE students need to apply to the Victorian Tertiary Admissions Centre (VTAC).

VTAC distributes a booklet called 'The VTAC Guide' - this booklet is issued to all students, and gives details about the entry requirements (prerequisites) for hundreds of university and TAFE courses in Victoria. It informs students what subjects they need at Year 12 and what else they must do to be eligible to apply for a particular course. It must be thoroughly understood by any student intending to do a Degree, Diploma, Associated Diploma or advanced Certificate Course.

Students must check with Tertiary Institutions as to the **required** subjects for the courses they want to study. Students are also encouraged to attend Open Days held by the institutions which display their courses and facilities.

23. Pathways after Satisfactory Completion of the VCAL

The VCAL is designed to develop and extend pathways for young people. On completion of a VCAL, students will be able to make informed choices about employment or education pathways.

Meaningful pathways are created through linking student aspirations and future employment goals to the choice of accredited curriculum in individualised ways, as well as connecting local community partnerships with VCAL learning programs for work and industry experiences, active participation in community and to support young people.

The ability to include curriculum from across education sectors in VCAL learning programs connects students with broader options for work, further education, and active community participation.

Successful partnerships in the VCAL work at building a culture of collaboration, crossing bridges between schools and other providers. Achieving the pathways that arise from these partnerships relies on strong cooperative relationships and commitment to:

- a shared understanding that 'learning does not stop at the school gate'
- personal, current, working knowledge of cultures of both TAFE institutes/ACE organisations and schools, with easy movement between the sectors
- a 'whole community' approach, with shared leadership, pooling resources and expertise and letting go of exclusive ownership of learning programs.

Pathways at each level of VCAL certificate completion can include the following:

- Intermediate or Senior Level VCAL
- Completion of VCE at Year 11 or Year 12
- New Apprenticeships (including traineeships)
- Study at TAFE
- Employment.

24. Careers Reference Service

The Careers Reference Service operates as an integral part of the College's student counselling services. The Careers Counsellor, Josie Albano, is available to parents and students, through an appointment system. The Careers library is constantly updated. A wide variety of materials are available in the form of books, handbooks, pamphlets, DVDs, videos and computer programs.

Careers Services provided include:

- Information on a range of career related issues, e.g. apprenticeships, traineeships.
- Assistance and advice with job search techniques
- Provision of guest speakers to address students
- Organising excursions and incursions, e.g. Careers Expo,
- Providing workshop activities and structured lessons on career related topics
- Advocating on students' behalf when necessary
- Dissemination of information relevant to senior students
- TAFE information
- Tertiary course information
- Administering a range of Career Interest Tests such as Myer Briggs and Career Voyager
- Managing early entry schemes such as PPP, SNAP, SALT and Early Achievers Program.
- Collating and Distributing all relevant Careers Information to students, teachers and parents.

25. Statistical Moderation of VCE Coursework and the ATAR

Assessment in the VCE

VCE studies have three graded assessments in Units 3 and 4. VCE VET studies have two graded assessments. In each study the graded assessments include a mix of school-based assessment and external examination, and the Victorian Curriculum and Assessment Authority (VCAA) combines each student's scores for these assessments into a single Study Score.

The external examinations may be written, performance or oral examinations. There are two forms of school assessment – coursework assessment and School-assessed Tasks. Most studies, including VCE VET studies, have coursework as the form of school assessment. The studies that have School-assessed Tasks are Art, Design and Technology, Food and Technology, Media, Studio Arts, Systems Engineering and Visual Communication and Design.

Details of the graded assessments in each study are provided in VCE Study Designs, Assessment Guides and other VCAA publications.

What is moderation?

Moderation is a process of ensuring that the same assessment standards are applied to students from every school doing a particular study. Statistical moderation is a process for adjusting schools' assessments to the same standard, while maintaining the students' rank order given by the school. The VCAA uses statistical moderation to ensure that the coursework assessments given by different schools are comparable throughout the State.

Why is moderation needed?

School assessment is an important part of the VCE. In many studies it counts for 50% of students' assessments. It is important that the assessments made by all schools throughout the State are comparable and fair to all students.

The VCE gives teachers some flexibility in deciding the teaching and learning activities and the coursework assessment tasks they will use to assess the learning outcomes specified in each Study Design. As a result, the coursework assessments from two different schools will sometimes be based on two different sets of assessment activities, although they will be assessing the same learning outcomes.

In some cases, the assessment tasks or topics set by one school may be easier than those set by another school. As well, the marking by the teachers in one school may be stricter or more generous than the marking in another school.

In a school where assessment tasks are easier and marking is generous, students would get higher marks for the same standard of work than they would in another school where the assessments and marking are harder. If we do not take account of this when using schools' assessments to calculate the students' Study Scores, some students would be treated unfairly.

How does statistical moderation work?

Statistical moderation is a process for adjusting the level and spread of each school's assessments of its students in a particular study, to match the level and spread of the same students' scores on a common external score. Because the external score is based on examinations done by all students across the State, it is a common standard against which schools' assessments can be compared.

Each VCE study includes at least one external examination and the VCAA will use the examination scores in each study as the basis for statistical moderation of schools' assessments. In studies with two examinations, scores from both examinations will be used.

The VCE assessment program also includes the General Achievement Test (GAT). Rather than using examination scores alone, statistical moderation will use students' GAT and examination scores in studies where in doing so a better match with schools' assessments throughout the state is achieved. In all such cases, the examination scores will always be the major influence.

The first step in moderating schools' assessments in each study is to identify the moderation group for each study at each school. For example, the moderation group for Legal Studies at a particular school is all the students doing Legal Studies at that school. If there are a number of Legal Studies classes at the school, the students in all the classes constitute the moderation group.

If a school has only a very small number of students doing a study, then it is advisable for the school to combine with another school for moderation purposes. When this happens, students from both schools doing that study constitute the moderation group.

Some students have results that need special treatment. The results for these students are initially left out of the moderation process, and the moderated scores for these students are calculated later, in line with the rest of the group. Results are removed for students who do not have complete coursework assessments, examination scores or GAT scores (in studies where the GAT scores are used in the moderation process), or who have an application for a Derived Examination Score.

The second step is to form an external score for each student doing the study, based on their examination scores for the study and, for a number of studies, using their GAT scores as well. These external scores are used as the common standard for all schools teaching that study.

The third step is to use the external scores of the moderation group to adjust the school coursework scores for the group. To do this, the moderation procedure ensures that:

the highest* moderated score is made equal to the highest external score

the median* and quartiles* of the moderated scores are made equal to the median and quartiles of the external scores.

The moderation procedure aims to make the mean (average) of the moderated scores as close as possible to the mean of the external scores. The procedure is then applied to the school's coursework score for each student to obtain their moderated coursework score.

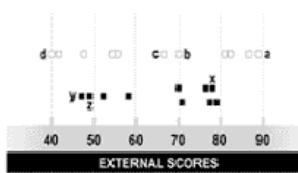
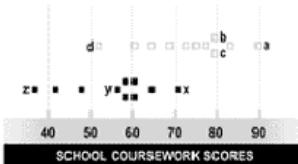
The moderation procedure is not influenced by students with anomalously low external performance, or by students who did very poorly on the school assessment but very well on the external assessment.

* The highest, median and quartiles are scores at the top, middle, 25% and 75% positions in large groups.

The outcomes of statistical moderation

These are the coursework scores given by each school. The scores from School A are higher than those from School B. For School A the median is about 74. For School B the median is about 58.

KEY □ students in school A ■ students in school B These are the external scores for each school. The scores for School A are more spread out than those for School B. Compared with their external scores, School A's coursework scores were slightly high and School B's were low.



School A

In School A, **student a** has the highest coursework score (90) and the highest external score (89). After moderation, student a stays at the top of the group with a moderated score set equal to the school's highest external score (89). **Students b and c** have equal coursework scores (79), but **student b** has a higher external score (70) than **student c** (67). They receive identical moderated scores (73) and remain equal third in the school's rank order. **Student d** has the lowest coursework score (52) and the lowest external score (40). After moderation he/she stays at the lowest score.

School B

In School B, **student x** has the highest coursework score (71) and the second highest external score (78). After moderation he/she stays at the top with a moderated score equal to the school's highest external score (79). **Student y** has the seventh highest coursework score (56) and the lowest external score (47). After moderation he/she stays in seventh position for the school, but his/her coursework score is adjusted upwards, along with the scores of all other students in the school. **Student z** has the lowest coursework score (37) and the second lowest external score (49). After moderation he/she stays on the lowest moderated score.

This example shows that the coursework scores of both schools have been adjusted to the same standard. Differences in the schools' marking have been removed so that the students in each school received final moderated scores that more fairly reflect their relative level of achievement.

Key points to remember

- Statistical moderation is required so that school assessments can be used fairly as part of VCE assessment. It ensures that the assessment of all students, no matter what school they attend, is comparable and fair. Statistical moderation adjusts schools' assessments in accordance with students' scores on common external examinations.
- Any adjustment to a student's score is determined by the external scores for the whole group, not by the student's own external score.

- Statistical moderation does not change the rank order of students, as determined by the school's coursework scores. A student given the top score for coursework by his/her school will have the top score after statistical moderation, no matter how they perform on the examination(s).
- Students who have applied for a Derived Examination Score or have an unusual performance on the examinations will not affect the moderation process.
- Students who do not complete their examinations will still have their coursework scores statistically moderated, using information from the rest of the group.

26. A Guide to the ATAR and Scaling

The Victorian Curriculum and Assessment Authority (VCAA) administers the two senior secondary certificates available for Victorian students. The Victorian Certificate of Education (VCE) is awarded for the successful completion of secondary education and provides pathways into tertiary education, training and work. The Victorian Certificate of Applied Learning (VCAL) is a practical work related certificate and provides pathways into training, apprenticeships and work. The Victorian Tertiary Admissions Centre (VTAC) administers the application and offer process for tertiary institutions in Victoria—universities, Technical and Further Education (TAFE) institutes and independent tertiary colleges. To assist tertiary institutions in selecting students VTAC provides an overall measure of each student's performance across all their Year 12 studies. This overall measure is called the Australian Tertiary Admission Rank (ATAR). The following explanation will assist you in understanding how your ATAR has been calculated.

VTAC administers the course application, selection and offer processes, and provides applicant information (including VCE and VCAL results) to the selection officers. In selecting students, selection officers largely use information about each applicant's VCE performance. The information used, and how it is used, varies from course to course. First, you must meet the minimum tertiary entrance requirements. For higher education courses this is usually satisfactory completion of the VCE including the completion of Units 3 and 4 in one of the VCE English studies in the same year. The same minimum requirement applies for most VET courses; however, it does vary between institutions.

For more information about minimum tertiary entrance requirements please see the VTAC Guide or VTAC website.

Second, you must meet any VCE prerequisites for the course. Students not satisfying the prerequisites are generally not considered for the course. The third factor used in selection is an overall measure of how well you performed in all your VCE studies compared with all other VCE students. This measure is called the **Australian Tertiary Admission Rank (ATAR)** and is developed for the purposes of tertiary selection only. The ATAR is only calculated for students who have completed their VCE and have met tertiary entrance requirements. The ATAR is not the only mechanism used for tertiary selection, and it is not used for all VCE applicants. A large number of courses use a range of other selection mechanisms such as interviews, performance auditions, assessment of folios and tests such as aptitude tests. Other criteria may include performance in prerequisite studies or other studies relevant to the course. Applications for special consideration are also taken into account. All universities are committed to considering about 20% of applicants on a broader range of criteria than just the ATAR. TAFE institutes and independent tertiary colleges normally use a range of criteria including the ATAR and interviews and generally do not select mainly on the ATAR.

An increment will be awarded for the Extension Study, depending on the level of results achieved:

- If your results place you in the top 20% of students doing the University study, you are eligible for an increment of 5.5 points.
- If your results place you above 60% but not above 80% of all students, you are eligible for an increment of 5.0 points.
- If you pass all units, but your results do not place you above 60% of students, you are eligible for an increment of 4.0 points.
- If you do not pass all units, or do not satisfy the study prerequisite or co-requisite, you are not eligible for an increment.

Restrictions

There are some restrictions on how certain combinations of studies may be counted for your ATAR. In each of the study areas of English, Mathematics, History, Information Technology, LOTE (languages other than English) and Music:

- at most two results can contribute to the Primary Four
- at most three results can contribute to the ATAR, the third being counted as a 10% increment for a fifth or sixth study

If your ATAR incorporates an Extension increment from any of the study areas of Mathematics, English, LOTE, Music, History or Computer Science/Information Technology then no more than two VCE results from the same study area can be used in the calculation of the ATAR. There are other specific restrictions where two or more studies have similar content, or where studies have been combined. There are no restrictions on the number of VET results that can be counted in the 2011 ATAR. However, there are industry area restrictions on VET studies similar to the study area restrictions listed above. There are 26 separate industry areas.

For further information refer to the VICTER publication available at your school or on the VTAC website (www.vtac.edu.au/publications and www.vtac.edu.au/secondary).

How is the ATAR calculated?

The following process is used to calculate each student's ATAR. All VCE Study Scores are scaled to adjust for the fact that it is more difficult to obtain a high study score in some studies than others. The scaled Study Scores are called ATAR Subject Scores.

An ATAR Aggregate is calculated by adding:

- your best ATAR Subject Score in any one of the English studies, plus
- the ATAR Subject Scores of your next best three permissible studies, plus
- 10 per cent of the ATAR Subject Score for a fifth study
- »» (where available), plus
- »» 10 per cent of the ATAR Subject Score for a sixth study (where available);

The Scores contributing to the Aggregate are subject to the study restrictions described above. The ATAR Aggregate is a number between 0 and something over 210. All eligible students are then ranked in order of their ATAR aggregate, and a percentage rank is assigned to distribute students as evenly as possible over a 100-point scale. All students with the same ATAR aggregate receive the same percentage rank. If a number of students are tied on a particular aggregate the number that receives the corresponding percentage rank may increase. Finally, the percentage rank is converted to an ATAR, which is the estimate of where the student came in the relevant age group, taking account of the students who have successfully completed VCE as well as those who moved or left school before Year 12. The ATAR is a number from 0 and 99.95 in intervals of 0.05. The highest rank is 99.95, the next highest 99.90, and so on. The lowest automatically reported rank is 30.00, with ranks below 30.00 being reported as 'less than 30'. A complete list of your studies and ATAR Subject Scores, used in the calculation of your ATAR are included on the back of your ATAR statement.

Why are VCE results scaled?

Each of your Study Scores provided by the VCAA is calculated from the total marks you received for each graded assessment in that study. The Study Scores for all studies are reported on a scale of 0 to 50 with an average score of 30. The VCE Study Score is not a score out of 50. It is a ranking or relative position which shows a student's performance compared with all other students who took that study in the same year. A student with a VCE Study Score of 30 is in the middle of the cohort, or has performed better than about half of all students. A student with a VCE Study Score of 40 has performed better than about 91% of all students who did that study. What this means is that the middle student in any study will have a VCE Study Score of 30, regardless of how strong the other students were in the study and how difficult it was to achieve the middle ranking. VTAC's role is to provide a way of ranking students that is fair to students even though they have taken different studies. Where the student competition in a study is higher, VCE Study Scores need to be adjusted upwards; otherwise students in that study would be disadvantaged. Similarly, in a study where the student competition is lower, the Study Scores need to be adjusted downwards; otherwise students doing that study would be advantaged. Scaling ensures that it is equally easy to attain a high ATAR regardless of the combination of studies a student undertakes. This is not always well understood and many students believe that to achieve their best possible ATAR they need to choose studies

that are scaled up. This is not true and may even work against you. If you choose a study that you are not very good at simply because it will be scaled up, the VCE Study Score you receive will be a lot lower than what you could expect in a study you are good at and that interests you. Yes, your score will be scaled up, but it is unlikely that your scaled ATAR Subject Score would be any higher than if you had chosen a more suitable study, even one that is scaled down. The way to ensure that you achieve your best ATAR is to choose your studies according to what you are interested in; what you are good at; and what studies you need for future study. The calculation of the ATAR is a complicated process, but it is the fairest system developed by experts which allows students to undertake the studies they want and enables tertiary institutions to compare students who have completed different combinations of VCE studies. The use of the ATAR guarantees that all studies are treated equally and provides you with a common score for tertiary selection across Australia.

What counts towards the ATAR?

The ATAR is based on up to six VCE results. The results do not all have to be from the one year. The ATAR is calculated using:

- »» your best score in any one of the English studies plus
- »» the scores of your next best three permissible studies (which together with the English make the ('Primary Four'), plus
- »» 10 per cent of the scores for any fifth and sixth study which you may have completed (these are called increments).

If you have the Primary Four you will be eligible for an ATAR. VTAC will use up to six results in calculating the ATAR. If you have more than six results, the six scores that give the highest ATAR are used. Studies used in the calculation of the ATAR may be taken over any number of years, however the time taken to complete VCE studies may be taken into account by institutions.

Vocational Education and Training (VET) programs

VET programs included in the VCE Unit 1 to 4 framework contribute to the ATAR in the same way as VCE studies. Scored Unit 3 and 4 VET sequences are deemed equivalent to VCE Unit 3 and 4 sequences. Un-scored Unit 3 and 4 VCE VET sequences may count as a fifth and/or sixth increment which is calculated from the average of the Primary Four scores. Where the VCAA has granted block credit at Units 3 and 4 level, recognised VET or Further Education qualifications at AQF3 or above are eligible for inclusion as a fifth or sixth study increment in the calculation of the ATAR

Approved Tertiary (Extension) Studies in Schools

Students undertaking an approved Tertiary Extension Study in Year 12 can include the result in place of a sixth study, provided that the first five studies were all completed at Units 3 and 4.

How does scaling work?

VTAC adjusts the Study Scores for each study to take account of how strong the students were in the study and how difficult it was to achieve the middle ranking. The strength of competition in each study is measured by how well the students performed in all their studies. In each study, the study scores are adjusted so that the overall level of scores in that study matches the scores obtained by the same group of students in all of their studies. For example, in Chemistry in 2010 the average VCE Study Score was 30, but the students who took Economics averaged 35 for all their studies (including Economics). This shows that the students who did Economics in 2010 were of above average strength in their other studies. Therefore, the scaling process adjusted the Study Scores upwards so that the average ATAR Subject Score for Chemistry was set at 35. The 2010 Geography students averaged 29 in all their studies. So, the scaling process adjusted the study scores downwards so that the average ATAR Subject Score for Geography was 29. In some studies, the scaling process produces ATAR Subject Scores that are greater than 50. However, the minimum ATAR Subject Score cannot go below zero. VCE studies are always scaled in the year in which they were undertaken (this may not necessarily be in the year in which you receive your ATAR). This scaling process is carried out each year for each VCE study and VCE VET program for which there is a study score. There are no pre-determined outcomes - the adjustments are based on the performance of students each year.

Nevertheless, the process is very stable and there is little difference from year to year in terms of the scaled ATAR Subject Scores.

Mathematics and LOTE

Mathematics

VCE mathematics studies are designed to cater for students of differing abilities and interests. Specialist Mathematics is the most difficult, followed by Mathematical Methods (CAS) and then by Further Mathematics. To ensure that students undertaking the more difficult mathematics studies are not disadvantaged, the three mathematics are compared with each other and scaled as necessary.

Languages Other Than English (LOTE)

As a result of government policy to encourage the study of LOTE, each LOTE is adjusted up by adding five to the initial ATAR Subject Score mean. All students of a LOTE receive an adjustment, but it is For example a student achieving a perfect VCE Study Score of 50 is guaranteed an ATAR Subject Score of at least 50. The maximum ATAR Subject Score only goes above 50 when the average score is very high (the scaled mean plus twice the scaled standard deviation exceeds 50). Published means for each LOTE include this adjustment.

Taken from the Victorian Tertiary Admissions Centre publication "ABC of Scaling"

27. Alternative Tertiary Entry Programs

Victoria University - Portfolio Partnership Program (PPP)

The Portfolio Partnership Program (PPP) is an alternative entry program for Year 12 students who attend one of Victoria University's partnership schools. Catholic Regional College Sydenham, is a Partnership School. PPP is about VU assessing your application based on your goals, achievements and community involvement, not just your ATAR. You can apply for any higher education (degree) and vocational education (TAFE) programs at VU. Each school can recommend up to 20 per cent of Year 12 students to apply through the PPP.

How to apply

You must submit your PPP application via your school. It is very important that the course you apply for through PPP is on your list of preferences submitted to VTAC

Once submitted, you are not able to change your preference - and only one application is permitted per person. Once you have completed your online VTAC application you must also inform the school that you have put in an application as you will require a College endorsement. The Careers Coordinator will invite you to add your name to the 'sign up' form. Your name needs to be on this form in order to be eligible for a college endorsement. Students still need to gain a minimum ATAR of 50 to get into our higher education courses - you will also need to meet any course prerequisites. A minimum ATAR is not required for our TAFE courses.

The Portfolio Partnership Program is managed by the Careers/ Pathways Coordinator.

RMIT University- School Network Access Program (SNAP)

The SNAP Program is an RMIT admission scheme that takes account of the wide range of factors that lead to success, including the student's commitment and preparation. Catholic Regional College Sydenham is a SNAP school. Current Year 12 students can apply for both higher Education and TAFE courses through this scheme. SNAP falls under Category 6 'RMIT SNAP of the VTAC Special Entry Access Scheme (SEAS). The RMIT SNAP application has two parts:

1. **An applicant statement**
2. **A School Recommendation**

Both parts need to be completed in order for the SNAP application to be eligible for this program.

Students can apply for up to three courses and they will also need to list their courses in their preferences through VTAC.

The Pathways/ Careers Coordinator will manage this application process for the students. If the students are successful in this application, they will then receive a conditional offer in early December prior to VCE results coming out.

La Trobe University - Schools Access La Trobe (SALT Program)

The SALT Scheme enables students from selected schools to apply for entry into a degree program at La Trobe University based on a written application supported by school recommendation.

SALT falls under Category 6 'La Trobe University SALT', of the VTAC Special Entry Access Scheme. (SEAS)SALT is also an early offer scheme, with students receiving conditional offers in early December prior to VCE results coming out.

Catholic Regional College Sydenham is also a SALT school and the program is managed by the Careers/Pathways coordinator.

La Trobe – ASPIRE Program

La Trobe University recognises that some Year 12 students are working hard to make positive changes in their schools and communities through volunteering. The Aspire Program has been created to recognise these efforts. La Trobe course selection officers will take your volunteering efforts into account, along with your academic results. All you have to do is demonstrate your leadership ability and the impact your work has had on your community.

As a successful applicant, you are accepted into your course in September to start with us in Semester 1, 2017. Once you start at La Trobe, you'll be part of an enrichment program designed to give you a head start with your studies.

Offers are conditional and you will need to meet the minimum ATAR of 50 for all courses, with the exception of some professional degree programs. You'll also need to meet the prerequisites for your chosen course.

Australian Catholic University - Early Achievers Program

The Early Achievers program recognises that contributions that students have made to the community through either their school or work place, local community organisations, culture, sport and/or religious group. Current year 12 students with consistently high results are encouraged to apply for the program. Students will need to apply for course through VTAV and also complete an online EAP application form. Students will also need to download a copy of "Statement of Support" and have it completed by their referee. They will also need to upload copies of their Year 11 and 12 results onto the ACU website. Eligible students will receive conditional offers prior to VCE results coming out.

The Monash Guarantee

The Monash Guarantee helps level the ATAR playing field. It gives you the opportunity to succeed at Monash by providing guaranteed access to a wide range of courses. You could be eligible for a guaranteed place at Monash – even if your ATAR is below the clearly-in rank. Monash has identified over 900 schools across Australia as being under-represented at university.

To be eligible for a guaranteed place, you must:

- be studying Australian Year 12 and satisfy the criteria for financial disadvantage **or** attend a Monash listed under-represented school **or** be an Indigenous Australian; and achieve the guaranteed ATAR for your preferred course; and satisfy all course prerequisites and extra selection requirements such as a UMAT, portfolio, interview or audition/composition be an Australian or New Zealand citizen, holder of an Australian permanent resident or permanent humanitarian visa.
- If students wish to apply for a Monash Guarantee position they must list the Monash course in their VTAC application and also complete a SEAS application (category 1).

Access Melbourne

To be eligible for Access Melbourne you must meet the general criteria for at least one of the Access Melbourne categories:

- Disadvantaged financial background
- Under represented school (all Sydenham students are eligible)
- Live in a rural or isolated area
- Difficult circumstances
- Disability or medical condition
- Non English speaking background
- Recognition as an indigenous Australian

You should apply for as many categories for which you think you may be eligible. You will need to apply for a University of Melbourne course and also submit a SEAS application through VTAC.

28. VTAC Scaling Report

2017 Scaling Report

VCAA provides VTAC with study scores (relative positions). These study scores are scaled in order to calculate scaled aggregates and Australian Tertiary Admission Ranks (ATARs). Candidates are in the 2017 scaling population if, excluding small studies, they have obtained at least one VCAA study score in 2017, at least four in total, at least one in an English study [English, English (EAL), English Language or Literature], but do not already have an ATAR. The scaling population is therefore a subset of the entire population. The means and standard deviations below pertain to the scaling population in 2017.

The following table gives the 2017 scaled means and standard deviations as well as the VTAC scaled study scores (rounded to the nearest integer) corresponding to the study scores of 20, 25, 30, 35, 40, 45 and 50. The formal aggregation process uses VTAC scaled study scores to two decimal places, but the following information gives an indication of how scaling adjusts scores in the various studies.

Code	2017 Study	Mean	St Dev.	20	25	30	35	40	45	50	
AC	Accounting	30.6	7.2	20	25	30	36	41	46	50	
AH	Agricultural & Horticultural Studies	24.5	6.9	14	19	23	28	34	41	50	
AL03	Algorithmics (HESS)	35.1	6.5	24	30	35	40	44	48	50	
AT	Art	27.2	7.6	14	20	26	32	38	45	50	
BI	Biology	30.5	7.2	20	25	30	36	41	46	50	
BM	Business Management	26.7	7.2	16	21	26	31	37	43	50	
CH	Chemistry	33.8	7.2	22	28	34	39	44	47	50	
CC	Classical Studies	30.1	7.6	19	24	30	36	41	46	50	
Computing:											
IT02	Informatics	25.7	6.9	14	19	24	30	36	43	50	
IT03	Software Development	27.7	6.9	16	21	26	32	38	44	50	
DA	Dance	28.3	6.7	19	24	29	34	39	44	50	
DR	Drama	27.9	7.2	17	22	27	33	39	44	50	
EC	Economics	32.3	7.0	22	27	32	37	42	46	50	
EN	English	28.1	7.5	17	22	28	33	39	45	50	
EF	English (EAL)	29.4	7.9	17	23	29	35	41	46	50	
EG	English Language	32.8	7.0	22	28	33	38	43	47	50	
EV	Environmental Science	28.4	7.2	18	22	28	33	38	44	50	
XI03	Extended Investigation	32.3	7.2	21	27	32	38	43	47	50	
FT	Food Studies	24.0	7.2	14	18	23	28	35	42	50	
GE	Geography	28.8	7.1	18	23	29	34	40	45	50	
HH	Health and Human Development	26.5	7.3	16	21	26	31	37	43	50	
History:											
HI17	Ancient History	27.8	8.1	15	21	27	34	40	46	50	
HA	Australian History	27.9	8.1	16	21	27	33	40	45	50	
HR	Revolutions	29.3	7.6	16	23	29	35	40	46	50	
IE	Industry and Enterprise	22.5	7.3	9	14	20	27	35	43	50	
Languages:											
AR	Arabic	29.4	6.8	18	24	29	34	40	45	50	
AM	Armenian			Small Study or no candidates, see Note below							
AU	Auslan	30.8	7.3	20	25	30	35	40	45	50	
LO50	Bosnian			Small Study or no candidates, see Note below							
LO53	Chin Hakha	30.5	5.6	21	25	28	32	37	42	50	
CN	Chinese First Language	35.3	7.4	20	28	34	40	45	48	50	
CK	Chinese Second Lang. Adv.	38.0	7.3	26	32	38	43	47	51	53	
CL	Chinese Second Language	40.4	6.6	30	36	41	45	49	52	54	
AG	Classical Greek	39.6	6.7	29	35	41	45	48	51	53	
CR	Croatian	31.6	6.4	22	28	33	39	43	47	50	
DU	Dutch			Small Study or no candidates, see Note below							
FP	Filipino	31.6	6.4	21	25	30	35	39	44	50	
FR	French	40.3	6.6	30	36	41	45	49	52	53	
GN	German	38.4	6.4	29	34	39	43	47	49	51	
MG	Greek	34.2	6.3	24	29	34	39	43	47	50	
HB	Hebrew	41.1	6.2	31	37	43	47	50	52	54	
HI	Hindi	35.7	7.2	20	27	34	40	45	49	50	
HU	Hungarian			Small Study or no candidates, see Note below							
AI	Indigenous Languages			Small Study or no candidates, see Note below							
IN	Indonesian First Language			Small Study or no candidates, see Note below							
IX	Indonesian Second Lang.	37.0	6.5	26	33	38	42	46	48	50	
IL	Italian	36.5	6.0	27	33	37	41	44	47	50	
JA	Japanese First Language			Small Study or no candidates, see Note below							
JS	Japanese Second Language	38.1	6.7	27	33	39	43	47	50	51	
LO55	Karen	23.6	5.9	17	21	25	29	34	40	50	
KH	Khmer			Small Study or no candidates, see Note below							
KO	Korean First Language	28.5	5.6	19	23	28	32	37	43	50	
<small>Small Study or no candidates, see Note below</small>											

KS	Korean Second Language	39.0	5.8	27	34	39	44	47	49	51
LA	Latin	45.0	6.1	35	41	46	50	52	54	55
MA	Macedonian	31.3	5.1	25	28	31	35	38	42	50
ML	Maltese									
PN	Persian	27.9	6.6	16	21	26	32	38	44	50
PO	Polish	35.3	5.9	24	29	34	38	42	46	50
PG	Portuguese	31.7	3.5	23	27	30	34	38	43	50
LO49	Punjabi	31.5	7.3	19	25	31	37	42	47	50
RO	Romanian									
RU	Russian	36.5	7.2	24	31	37	42	46	49	51
SE	Serbian	31.2	4.8	23	26	30	33	37	42	50
SI	Sinhala	35.5	6.2	24	29	34	39	43	47	50
SP	Spanish	35.0	7.0	23	29	35	40	44	48	50
SW	Swedish									
TA	Tamil									
TU	Turkish	30.3	7.4	17	22	28	34	39	45	50
UK	Ukrainian									
LO54	Vietnamese First Language	32.4	6.3	21	27	32	37	42	46	50
VT	Vietnamese Second Lang.	36.0	6.7	24	30	36	40	45	48	50
All small LOTEs										
LS	Legal Studies	28.3	7.5	17	22	28	34	39	45	50
LI	Literature	30.8	7.3	20	25	31	36	41	46	50
Mathematics:										
NF	Further Mathematics	27.7	7.1	18	23	27	33	38	44	50
NJ	Mathematical Methods	34.0	8.4	21	28	35	40	45	49	51
NS	Specialist Mathematics	40.3	8.1	27	35	41	47	51	53	55
ME	Media	26.3	7.3	15	20	25	31	37	44	50
Music:										
MC05	Music Investigation	30.0	7.2	21	25	28	32	36	41	50
MC04	Music Performance	29.8	7.1	19	24	30	35	40	45	50
MD	Music Style and Composition	31.1	7.4	19	25	32	38	43	47	50
OS	Outdoor and Environmental Studies	25.0	6.9	15	19	24	29	34	41	50
PL	Philosophy	29.2	7.6	17	23	29	34	40	45	50
PE	Physical Education	27.2	7.3	17	21	27	32	38	44	50
PH	Physics	32.0	7.2	21	26	32	37	42	47	50
Politics:										
PS03	Australian Politics	32.1	7.2	21	27	32	38	42	47	50
PS05	Global Politics	32.3	7.2	21	27	33	38	42	47	50
DT	Product Design and Technology	24.2	7.0	13	18	23	28	35	42	50
PY	Psychology	28.3	7.3	18	23	28	33	39	45	50
RS	Religion and Society	28.6	7.5	18	23	28	34	39	45	50
SO03	Sociology	25.5	7.5	15	19	25	30	36	43	50
SA	Studio Arts	26.1	7.4	14	19	24	30	37	44	50
SE03	Systems Engineering	25.6	6.5	15	19	24	30	36	42	50
TT	Texts and Traditions	29.5	7.8	20	24	29	34	39	44	50
TS	Theatre Studies	28.7	7.2	18	23	28	34	39	45	50
VC	Visual Communication Design	26.8	7.2	16	21	26	32	38	44	50
VCE VET:										
BU23	VCE VET Business	25.7	7.2	15	19	23	28	34	41	50
CT41	VCE VET Community Services	24.2	6.9	14	18	23	28	34	41	50
MU07	VCE VET Creative and Digital Media	25.4	6.7	16	20	25	30	35	42	50
DN06	VCE VET Dance	27.0	7.0	18	22	27	32	37	43	50
EG16	VCE VET Engineering Studies	23.9	5.8	18	21	25	30	34	40	50
EQ05	VCE VET Equine Studies	27.3	7.4	16	20	26	31	37	44	50
FN19	VCE VET Furnishing	24.0	5.3	18	21	25	30	34	40	50
IN60	VCE VET Information Technology	25.5	6.2	16	20	24	29	34	41	50
ET16	VCE VET Integrated Technologies	23.6	7.7	13	17	22	28	35	43	50
HS32	VCE VET Hospitality (Kitchen Operations)	25.4	6.6	15	19	24	29	34	41	50
HS31	VCE VET Hospitality	26.0	7.2	15	20	25	30	36	42	50
LB21	VCE VET Laboratory Skills	30.8	6.5	20	25	31	36	41	46	50
MI19	VCE VET Music Performance	26.8	6.6	17	21	26	31	36	42	50
MI30	VCE VET Music Sound Production	26.5	6.8	16	20	25	29	35	41	50
SR41	VCE VET Sport and Recreation	23.8	6.7	14	18	22	27	33	40	50

NOTE: Small LOTE Studies were not scaled by the automatic procedure, since their eligible scaling population was less than or equal to ten. The means and standard deviations are not given in these cases, since they are not as useful. For small VCE Languages, the Language adjustment is the maximum of zero and the average Language adjustment over the previous three years. The ATAR Scaled Scores for small VCE Languages in 2017 are shown at the end of the Languages section of the above table under the title "All small LOTEs".

2017 Scaled Aggregate to ATAR Table

Based on the 2017 scaling and aggregation process, the following table gives an indication of the minimum scaled aggregate required to achieve at least a particular ATAR. The table can be used to check roughly an ATAR calculation.

2017 ATAR	Minimum Scaled 2017 Aggregate for ATAR
40.00	90.94
45.00	96.99
50.00	102.67
55.00	108.62
60.00	114.45
62.00	116.79
64.00	119.20
65.00	120.33
66.00	121.65
68.00	124.21
70.00	126.82
72.00	129.38
74.00	132.05
75.00	133.50
76.00	134.89
78.00	137.81
80.00	140.92
82.00	144.03
84.00	147.38
85.00	149.19
86.00	151.09
88.00	155.02
90.00	159.13
91.00	161.43
92.00	163.96
93.00	166.57
94.00	169.41
95.00	172.53
96.00	176.16
97.00	180.31
97.50	182.75
98.00	185.52
98.50	188.47
99.00	192.67
99.25	195.00
99.50	198.43
99.60	200.17
99.70	202.35
99.80	205.06
99.90	208.57

29. 2019 Written Examinations

End-of-year written examination timetable

Each examination commences with a 15-minute reading period. The reading period is included in the times shown in the timetable.

The following examinations have an audio component:

- Music Style and Composition
- Music Performance
- VET: Music (Technical Production)
- All Languages except Indigenous Languages of Victoria, Classical Greek, Classical Hebrew and Latin.

The VCAA Written Examination timetable will be published in May 2017. This information will be available on VCAA website and will be distributed to students as soon as practicable after publication date.

GAT Examination- all students undertaking a unit 3/4 sequence will be required to sit the GAT examination on **Wednesday June 12**

Yr 12 Examinations

Examination Details	Dates
English and English Language Mid-Year	Tuesday 11 June
General Achievement Test (GAT)	Wednesday 12 June
Literature Mid-Year	Thursday 13 June
YEAR 12 TRIAL EXAMS	Thursday 26 September – Friday 4 October
Arts Performance/LOTE Oral Examinations LOTE (CCAFL) Written Examinations November Written Examinations Final results available	Mon 7 October – Friday 1 November Wednesday 16 October Wed 30 October - Thu 21 November Friday 13 December
End of Semester One Examinations End of Semester Two Examinations	Thursday 6 June - Fri 14 June Wednesday 6 November- Friday 15 November

Yr 11 Examination Dates

End of Semester One Examinations	Thursday 6 June - Fri 14 June
End of Semester Two Examinations	Wednesday 6 November- Friday 15 November

30. VCAA Bulletin

The VCAA *Bulletin* is published monthly electronically and contains, amongst other things, important information related to VCAL and VCE coursework assessment, examinations and points of clarification related to course content. All Teaching staff are required to subscribe to the VCAA *Bulletin*.

VCAA Website: www.vcaa.vic.edu.au

31. 2019 Student Free Days

Date	Day	Event
26 April	Friday	Student Free Day
31 May	Friday	Student Free
26 June	Wednesday	College Feast Day
1 August	Thursday	Student Free Day
25 October	Friday	Yr. 12 Graduation Breakfast
4 November	Monday	CRC Holiday
5 November	Tuesday	Melbourne Cup Day
15 November	Friday	Student Free Day

32. 2019 VASS Submission Dates

- Below are the dates by which the School Assessed Coursework, School Assessed Tasks, Indicative examination grades and Unit results are due in to the VASS office.
- Please note: Teachers must give themselves enough time to mark coursework and allow for any extension of time where appropriate.

February

25 School Based Assessment Audit Opens

March

18 School Based Assessment Audit Closes
 22 VCAL Quality Assurance Templates completed and forwarded to VCAL liaison teacher.

May

6 Last Day for Unit 3-4 and Scored VET enrolments on VAAS
 13 GAT timetables available
 27 School Based Assessment Audit Outcomes

June

7 SAT scores for Art, Computing and Studio Arts to VASS
 8 LAST DAY UNIT 1&3 N RESULTS to Students and Parents
 12 General Achievement Test

July

15 School Based Assessment Audit Opens
 22 Last Day to withdraw VCE 3-4 and scored VET enrolments

August

1 Release of Performance and Language Exam Advice Slips
 16 Last Day Scored VET Assessment Plans

September

1 VCE and VET exam advice slips available
 2 Performance exams Indicative Grades Due

October

7 Indicative Grades due
 23 School Based Assessment Audit Outcomes
 23 School Based Assessment Deadline
 23 Unit 2 N result deadlines for students and parents

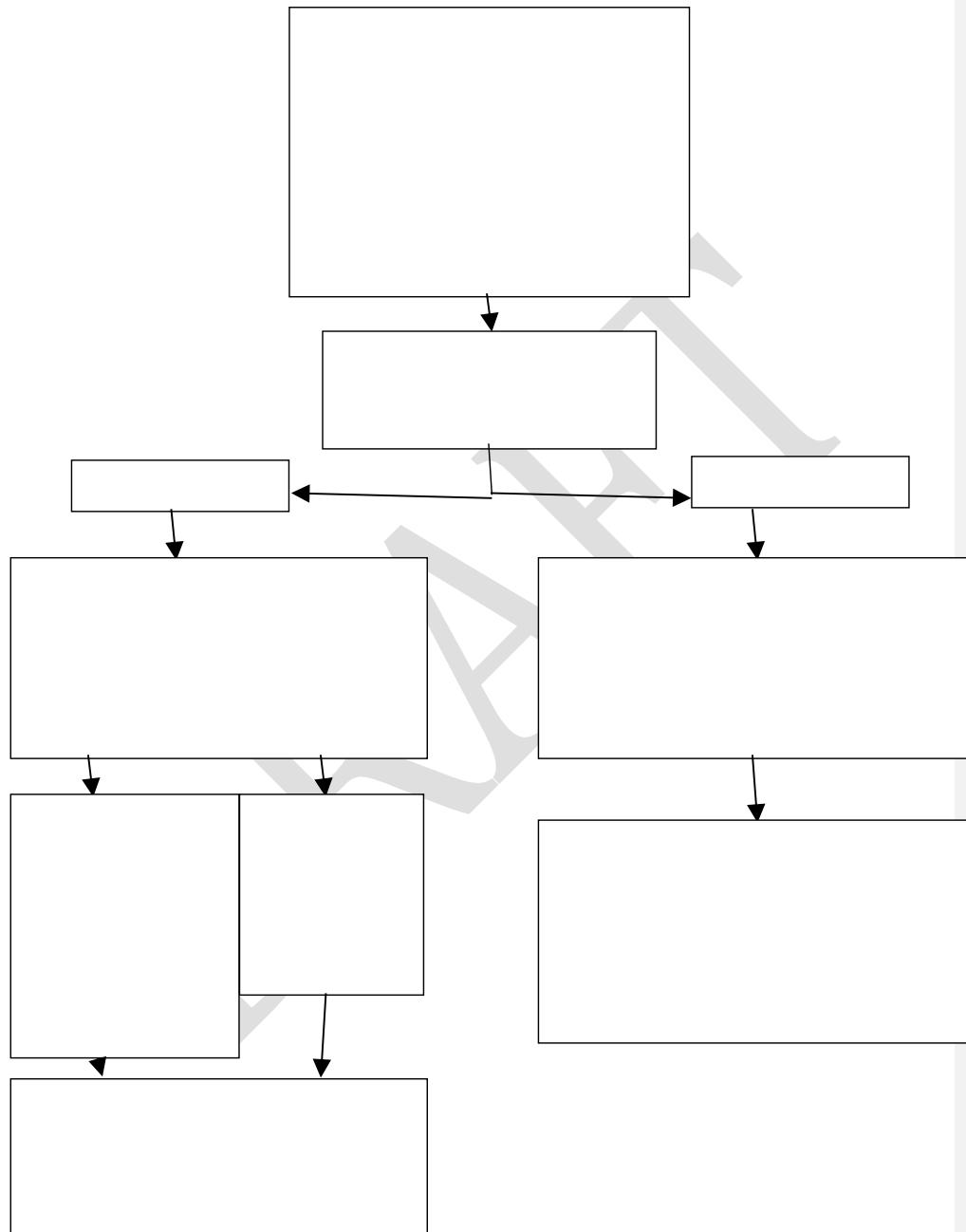
December

13 VCE Results Released to Students

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28. SAC ABSENCE PROCEDURE

What do I do if a student misses a SAC?



PROCEDURE AND CHECK LIST FOR NOT SATISFACTORY (N) UNIT RESULT for VCAL

CHECK LIST for Subject Teacher:

STAGE ONE: Unsatisfactory performance on Assessment Tasks

- Subject Teacher contacts Parent/Guardian outlining unsatisfactory progress
- Contact to be made via PHONE CALL. (Record of call to be kept on Intranet/Synergetic).
- Subject Teacher informs Parent/Guardian of evidence of unsatisfactory progress - (attendance, application, work habits).
- This is confirmed in writing by sending the *VCAL - Letter of Concern*.
- Extension opportunity given by Subject Teacher.
- Cluster Coordinator, VCAL Coordinator and Learning Support Coordinator (if relevant) contacted via

STAGE TWO: Unsatisfactory progress continues.

- Second *VCAL - Letter of Concern* sent by Subject Teacher.
- Second extension opportunity given by Subject Teacher.
- Cluster Coordinator, VCAL Coordinator and Learning Support Coordinator (if relevant) contacted via email.

CHECK LIST and involvement of Cluster/ VCAL Coordinator:

STAGE THREE:

- Cluster Coordinator notified of unsatisfactory progress for the Unit.
- VCAL Coordinator contacts Parent/Guardian and sends *VCAL - N letter*.
- If relevant VCAL Coordinator contacts parents/guardians and sends *VCAL N Program Warning letter*
- Cluster Coordinator notifies Student Pathways and Community Engagement Team to discuss future strategies.
- Cluster Coordinator arranges interview with Parent/Guardian, Student, VCAL Coordinator and Learning Support Coordinator (if relevant).
- Final extension, possibly a modified task, given to students to complete in Study hall.

STAGE FOUR: Decision relating to N result finalised.

- *N Notification letter* produced by Cluster Coordinator.
- Signatures required: Subject Teacher (if relevant), Cluster Coordinator, VCAL Coordinator and Director of Pathways - Student Learning.
- Interview required with Parent/guardian, student, Cluster Coordinator, VCAL Coordinator, Deputy Principal (Students) to discuss future pathway and to place student on contract.
- Student placed on contract for the remainder of enrolment. Contract signed by all parties at the interview.

HOMEWORK PROTOCOLS			
Level	Level 1 (Concerning)	Level 2 (Detrimental)	Level 3 (Alarming)
Homework not Completed	<p>Homework not completed ➤ 1 – 3 times</p> <p>➤ Dealt with by Classroom Teacher – record kept – Learning requirements Contact: ➤ Cluster Co ordinator before calling home ➤ Parent/Guardian ➤ Student's Tutor</p> <p>➤ Study Hall session after school ➤ Parents to sign work / diary ➤ Tutor chats with Student ➤ Support offered by Teacher during Wednesday B afternoons ➤ Support offered at lunchtime tutorials</p>	<p>Homework not completed & evidence of general disengagement ➤ Homework not completed and Student not engaged in class activities ➤ Poor performance on SAC -linked with infrequent homework completion -1 or 2 SAC Resubmissions ➤ SAT-insufficient work produced in folio or product</p> <p>Contact: ➤ Parent/Guardian if single subject ➤ Student's Tutor -Home Study Timetable ➤ Student's Cluster Coordinator to: -examine well-being concerns -Look for pattern across subjects -parent/guardian if concerns across several subjects ➤ Learning Area Convenor of subject to review: -Learning Issues -Learning Requirements -Contact parent/guardian if concerns only in single subject</p> <p>➤ Interview- Parent/Student/Teacher/ Cluster Coordinator/ Learning Area Convenor - Homework study plan to support Student - Support system set up ➤ Student placed on a Learning Agreement ➤ Student expected to attend Study Hall - After school - Wednesday B for remainder of term ➤ Diary checked by Teacher/Tutor/Cluster Coordinator on a weekly basis - Parent/guardian to sign diary</p>	<p>Student consistently refuses to complete set homework ➤ Consistent failure to complete homework ➤ SAC/SATs not progressing satisfactorily ➤ Student failing subject-not demonstrating achievement of Learning Outcomes</p> <p>Contact: ➤ Learning Area Convenor: - review progress in subject/effect on future study options - liaise with Cluster Co-ordinator re parent/guardian contact ➤ Cluster Coordinator: -Contact Parent/Guardian -to bring to SPACE for pathway plan ➤ Director of Pathways - Student Learning ➤ Deputy Principal- Students</p> <p>➤ Student placed on Learning Agreement for Semester ➤ Student to go to Study Hall every Wednesday B for Semester ➤ Support system set up: -Appointment with SS staff: o Pathways Coordinator o Psychologist o Director of Student Wellbeing ➤ Year 12- Revoke Private Study privileges</p>
Course of Action By Teacher			
Consequence of Homework non-completion			

- Year 11 -Not recommended for Unit 3/4
- Interview with Director of Pathways - Student Learning / Cluster Coordinator
- Alternative Pathway

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YEAR 12 2019 SAC / SAT CALENDAR

Learning Area Convenors will be required to submit SAC dates on a shared google document at the beginning of the Academic year.

The 2019 SAC Calendar will be shared with all students undertaking a Unit 3-4 subject at the beginning of the academic school year via a google document.

Students will be required to individualise this document to include only those subjects that they are undertaking. Students will then have a Calendar for the entire academic year that will allow them to plan ahead for those inevitable times in the year when there will be large amounts of revision and study required.

Students that have 3 SACs scheduled on the same day will be able to reschedule one of these tasks.

Subject Change Procedure

Rationale

Catholic College Sydenham acknowledges that student choice with regard to their subject and study stream is important. Whilst it is important to minimize subject changes it is possible for some change to occur in order to optimize student engagement with their pathway goals. Subject change can have significant impact on class allocations, levy collection and class number balance so it is important that these factors are considered in the approval process.

Commented [1]: I have added this in

Timing

Students are permitted to submit an application for subject changes during the following periods in the Academic Calendar.

1. During Step Up and Orientation weeks.
2. During week 1-2 of the Academic Year.
3. During the transition from semester 1 to semester 2 for students undertaking Unit 1-2 studies.
4. Any other changes to student courses must be brought to a SPACE meeting and approved on well-being or learning grounds.

Process – Note subject change forms are ONLY available from Cluster Coordinator.

1. Student identifies that they want to make a subject change. (see attached)
2. Student obtains a subject change form from their Cluster Coordinator in the Cluster Colour. Students must discuss the reason for the change based on Wellbeing, Learning or Pathway need and tick the appropriate box. Reason must be clearly articulated on the form.
3. Student nominates one subject that they wish to move OUT of and one subject that they wish to move INTO. Student uses the subject levy information on the change form to indicate levies paid and/or owing for the move to occur.
4. Student receives approval for subject change from the following:
 - Parent
 - Learning Area Convenor
 - Careers Counsellor
 - Learning Enhancement Leader – Specialised Student Programs
5. Form is returned to Cluster Coordinator for verification of all signatures.
6. Cluster Coordinator hand form to Director of Pathways for final approval of the subject change. DOP would consider effect of change on class numbers, pathway plan of student as well as the logistics of the change.
7. Subject change is then processed by the VASS Operator who will inform student and staff of the subject change. VASS records will also be updated.
8. Subject form is processed by finance department – Any outstanding levies will be debited to family account and any refunded levies will be credited to the family account.
9. Timetable updated and SEQTA updated at the close of business each day by DOP when required.

Note that changes made at SPACE meetings will follow the same process.

Procedural Matters

Class Changes

CRC Sydenham will not move students from one class to another unless this is approved at a SPACE meeting.

Course Changes

It is very difficult for students to move from VCE- VCAL or VCAL – VCE once the academic year has commenced. In exceptional circumstances students may apply for a course move if approved by Director of Pathways in consultation with VCAL Coordinator and DP students.

VET changes

VET courses are not semesterised and it is therefore not possible to change VET courses during the year.

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