



VCE STUDENT
MANUAL

2018

GLENEAGLES
SECONDARY COLLEGE

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STATEMENT OF VALUES

Gleneagles Secondary College recognises the importance of the partnership between schools and parents to support student learning, engagement and wellbeing. We share a commitment to, and a responsibility for, ensuring inclusive, safe and orderly environments for children and young people.

This Statement of Values sets out our behavioural expectations of all members in this school community, including the principal, all school staff, parents, students and visitors. It respects the diversity of individuals in our school community and addresses the shared responsibilities of all members in building safe and respectful school communities.

Discrimination, sexual and other forms of harassment, bullying, violence, aggression and threatening behaviour are unacceptable and will not be tolerated in this school. Our Statement of Values acknowledges that parents and school staff are strongly motivated to do their best for every child. Everyone has the right to differing opinions and views and to raise concerns, as long as we do this respectfully as a community working together.

As Principals and School Leaders, we will:

- Work collaboratively to create a school environment where respectful and safe conduct is expected of everyone.
- Behave in a manner consistent with the standards of our profession and meet core responsibilities to provide inclusive, safe and orderly environments.
- Plan, implement and monitor arrangements to ensure the care, safety, security and general wellbeing of all students in attendance at the school is protected.
- Identify and support students who are or may be at risk.
- Do our best to ensure every child achieves their personal and learning potential.
- Work with parents to understand their child's needs and, where necessary, adapt the learning environment accordingly.
- Respond appropriately when inclusive, safe or orderly behaviour is not demonstrated and implement appropriate interventions and sanctions when required.
- Make known to parents the school's communication and complaints procedures.
- Ask any person who is acting in an offensive or disorderly way to leave the school grounds.

As Teachers and Non-Teaching Staff, we will:

- Model positive behaviour to students consistent with the standards of our profession.
- Proactively engage with parents about student outcomes.

- Work with parents to understand the needs of each student and, where necessary, adapt the learning environment accordingly.
- Work collaboratively with parents to improve learning and wellbeing outcomes for students with additional needs.
- Communicate with the principal and school leaders in the event we anticipate or face any tension or challenging behaviours from parents.
- Treat all members of the school community with respect.

As Parents, we will:

- Model positive behaviour to our child.
- Ensure our child attends school on time, every day the school is open for instruction.
- Take an interest in our child's school and learning.
- Work with the school to achieve the best outcomes for our child.
- Communicate constructively with the school and use expected processes and protocols when raising concerns.
- Support school staff to maintain a safe learning environment for all students.
- Follow the school's complaints processes if there are complaints.
- Treat all school leaders, staff, students, and other members of the school community with respect.

As Students, we will:

- Model positive behaviour to other students.
- Comply with and model school values.
- Behave in a safe and responsible manner.
- Respect ourselves, other members of the school community and the school environment.
- Actively participate in school.
- Not disrupt the learning of others and make the most of our educational opportunities.

As Community Members, we will:

- Model positive behaviour to the school community.
- Treat other members of the school community with respect.
- Support school staff to maintain a safe and orderly learning environment for all students.
- Utilise the school's communications policy to communicate with the school.

The Department of Education and Early Childhood Development will:

- Provide support and advice to principals to equip them to manage and respond to challenging behaviour of students, parents and staff.

- Provide practical guidance and resources to support schools to manage and respond to challenging behaviour of students, parents and staff.
- Provide practical guidance and resources to support schools respond to and prevent bullying and promote cyber-safety and wellbeing.
- Provide access to evidence based resources and strategies to increase student safety, wellbeing and engagement.
- Provide schools with practical and legal support as required.
- Provide parents with practical guidance and resources to resolve conflicts with the school.

CONSEQUENCES FOR FAILING TO UPHOLD THE STATEMENT OF VALUES

Unreasonable Behaviours

Behaviours that are considered inappropriate on and adjacent to school grounds or in relation to school business and that do not uphold the principles of this Statement of Values include when a person:

- is rude, aggressive or harasses others
- sends rude, confronting or threatening letters, emails, over social media or text messages
- is manipulative or threatening
- speaks in an aggressive tone, either in person or over the telephone
- makes sexist, racist or derogatory comments
- inappropriately uses social media as a forum to raise concerns/make complaints against the school
- is physically intimidating, e.g. standing very close

Consequences

Principals are responsible for determining what constitutes reasonable and unreasonable behaviour. Unreasonable behaviour and/or failure to uphold the principles of this Statement of Values may lead to further investigation and the implementation of appropriate consequences. This may include:

- utilising mediation and counselling services
- alternative communication strategies being applied
- formal notice preventing entry onto school premises or attendance at school activities. Written notice will follow any verbal notice given.
- an intervention order being sought
- informing the police which may result in a charge of trespass or assault

By agreeing to meet specified standards of positive behaviour, everyone in our school community can be assured that they will be treated with fairness and respect. In turn, this will help to create a school that is safe and orderly, where everyone is empowered to participate and learn.

THE VICTORIAN CERTIFICATE OF EDUCATION (VCE)

VCAA requirements for the satisfactory completion of the VCE.

The minimum requirement for satisfactory completion of the Victorian Certificate of Education is 16 units which must include:

- three units from the English group, including both Unit 3 and 4
- at least three sequences of Unit 3 and 4 studies other than English, which may include any number of English sequences once the English requirement has been met.

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

At Gleneagles Secondary College students are generally required to study 12 units (six subjects) in Year 11 by either studying:

- 6 Unit 1 and 2 studies; or
- 1 Unit 3 and 4 study and 5 Unit 1 and 2 studies

In Year 12 students are generally required to study 10 units (five subjects)

- 5 Unit 3 and 4 studies.

This gives students a total of 22 units towards their VCE. Students enrolled in studies external to Gleneagles Secondary College are expected to comply with these requirements. Any variation to this must be approved by the Senior School Leader in consultation with the Principal Team and be related to the specific needs of the individual student.

EXPECTATIONS OF VCE STUDENTS

The following has been included in the student handbook and will be required to be signed by all students and parents/guardians.

Gleneagles VCE students are expected to make the most of the educational opportunities available to them, so students must:

- Abide by the college code of conduct
- Abide by VCAA rules governing all assessment tasks
- Always show respect to members of the college staff
- Behave in an appropriate manner at all times
- Never prevent others from achieving their personal best
- Accept the consequences if they breach rules

Gleneagles VCE students will be committed to achieving their personal best, so they will:

- Complete holiday homework
- Attend after school information sessions relevant to studies
- Attend all exam preparation and review sessions outside of normal school hours

Gleneagles VCE students are required to demonstrate that they can take on the responsibilities associated with the privileges that are afforded to them, so they will:

- Abide by the school and VCE attendance policies
- Abide by the school uniform policy. VCE students who consistently breach the uniform code will be referred to the Principal or Assistant Principal who will implement other appropriate sanctions
- Attend all scheduled classes for each of the subjects enrolled in
- Be punctual to school and to all classes
- Not leave the school grounds during the school day
- Report to the VCE study centre when they do not have timetabled classes
- Notify the Senior School Leader if they are driving themselves to school. Student drivers must park on Reema Blvd in the marked parking bays. Students are not permitted to park in the staff car park and under no circumstances can drivers transport other students in private vehicles in connection with any school program or function, whether held during normal school hours or at other times.
- Conduct themselves in an appropriate manner in the common room according to the agreed code of conduct

Gleneagles VCE students are required to develop and apply thorough work habits to all aspects of their studies, so they must:

- Keep up to date with set tasks
- Submit work on time
- Complete scheduled SACs on the date required by the subject teacher
- Document SAT progress for authentication purposes on the date/s required by the subject teacher
- Return medical certificates and notes for all absences within 5 school days

All work requirements and attendance documentation necessary for satisfactory completion of each Unit must be submitted by the End of Unit date.

End of Unit One and Three: Tuesday 13th June

End of Unit Four: Monday 23rd October

End of Unit Two: Wednesday 15th November

Failure to meet these requirements may result in an N (unsatisfactory completion) for the Unit.

ATTENDANCE

Students are expected to attend all timetabled classes and parents are asked to assist by not allowing students to stay home unless they are too sick to attend school. All doctors/dentists/driver permit etc. appointments should be made, whenever possible, out of school hours.

There are three levels of attendance requirements, which must be met. Students should ensure that they meet all three.

- *Overall school attendance.*
- *Attendance requirements for the satisfactory completion of the VCE.*
- *Youth Allowance requirements for attendance and punctuality of Youth Allowance*

OVERALL SCHOOL ATTENDANCE

Gleneagles attendance policy requires that:

- Students are expected to attend a minimum of 90% of timetabled classes. A note or medical certificate must accompany all absences and be submitted on the day you return to school.
- Students attend Mentor Group every Tuesday and Thursday.
- Mentor Groups will be used to establish a supportive environment that provides students with regular performance feedback and will facilitate developing improved study skills and work habits to ensure student success.
- Any student who arrives at school after the commencement of period one MUST report to the senior school office for a late pass and show this to their subject teacher.
- Students are not permitted to leave the school grounds at any time once they have arrived
- Consistent lateness to school or class will incur a consequence in accordance with the Gleneagles lateness policy and may result in a student failing to meet attendance requirements for a specific subject.
- Late arrival to school will count as an absence.
- Students who need to leave school early MUST provide a parent/guardian note and see their Year Level Team Leader before signing out at the front office.
- In the case of illness students MUST report to the General Office who will then contact a parent/guardian. You must not do this directly.

ATTENDANCE REQUIREMENTS FOR THE SATISFACTORY COMPLETION OF THE VCE

All VCE students are expected to attend all timetabled classes, excursions and assemblies and be punctual at all times. Students who are consistently absent or late cannot possibly meet the requirements for satisfying the achievement of the Key Knowledge and Key Skills required under VCAA guidelines.

The VCE subject teachers, Mentors and Team Leaders will consistently monitor student attendance and follow the procedures outlined below.

Below 90% attendance – If a student's approved VCE attendance falls below 90% for a subject, they are at risk at receiving an N for the unit. Students with academic concerns and their parents are required to attend a support meeting with the Senior School Student Engagement Leader. Special provision may be granted for medically documented absences; however, students who have attended less than 90% of scheduled classes may be deemed not to have attended sufficient classes to allow teachers to verify satisfactory understanding of the outcomes, irrespective of special provision. Follow up to be documented on Compass.

YOUTH ALLOWANCE REQUIREMENTS

A student cannot have more than 5 unexplained absences per term. A late arrival is counted as a half day absence. If students do not meet these requirements, youth allowance payments may be reduced.

the student's overall number of days absent. SAC's missed during holiday arrangements may result in an N for that unit.

ABSENCES

Absence due to school approved event

These do not contribute to the student's overall number of days absent. If a student is participating in a sports team, attending an educational activity or attending an excursion, they are required to obtain the work they will miss prior to the day. Students are required to communicate these absences.

If a student will be absent for a SAC on the day of a school approved absence, they should expect to complete the SAC the day after their absence.

Absence due to illness

Students must supply a note from their parent or guardian stating the nature of the illness or a medical certificate to the Senior School Office. Notes must be submitted directly to the VCE Attendance Officer within five school days of your return to school.

Notes from parent or guardians only will not meet the requirements of an approved VCE absence.

These contribute to the student's overall number of days absent unless a medical certificate is provided.

If a student misses a SAC due to illness, *they MUST have a medical certificate in order to complete the SAC at a rescheduled time. If they do not have a medical certificate, they may not be given the opportunity to complete the SAC and therefore they will receive an N for both the Outcome and the Unit. See Redemption Policy for more information.* Teachers must inform the VCE Student Engagement Leader when students are absent from an assessment task.

Medical certificates presented by Students

The following procedures are to take place in relation to medical certificates presented by VCE Students:

- Medical certificates cannot be backdated and as such will not be accepted.
- Where an individual student regularly presents a medical certificate re absence/s, the VCE Student Engagement Leader or Assistant Principal (Student Wellbeing) is to be notified.
- Where an individual student presents a medical certificate re a missed SAC, the Senior School Leader or Assistant Principal (Student Wellbeing) is to be notified and the nominated medical centre will be contacted to verify the authenticity of the certificate.

Please note; the above procedures are to be strictly adhered to.

Absence due to Holiday Arrangement

Holidays during school time will not be an approved absence. *Absence due to extended holiday will contribute to*

Absence due to Cultural and Religious Observation

We acknowledge that students may have cultural or religious events during the school year. They vary between religions and often within the one religion between countries. Therefore we cannot determine the dates and we cannot schedule our program around all possible events, consequently students who are absent for such an event will have it recorded as an unapproved absence. *Absence due to religious observation will contribute to the student's overall number of days absent.*

Absence due to Legal / Court Appearances

These contribute to the student's overall number of days absent. Students must supply a note from their parent or guardian stating the nature of the Legal / Court appearance or Legal Documentation to the Senior School Office.

VCE Camps

Compulsory VCE camps are conducted at the beginning of the year for both YR11s and 12s. All students are expected to attend these camps as they are designed to assist with the successful preparation and completion of their VCE.

The Attendance Officer will enter all notes and certificates on Compass so that all records are up to date and accurate for Classroom Teachers, Mentors and Student Managers to view.

Students are required to submit all notes and medical certificates directly to the Attendance Officer or to the appropriate drop box in the Study Centre on their return to school. Students do not have to get medical certificates signed by classroom teachers.

ASSESSMENT

SATISFACTORY COMPLETION OF VCE UNITS

VCAA States:

For satisfactory completion of a VCE unit, a student must demonstrate achievement of the set of outcomes for the unit as specified in the study design. The decision about satisfactory completion of outcomes is based on the teacher's assessment of the student's overall performance on assessment tasks designed for the unit. This decision is distinct from the assessment of levels of performance.

The key knowledge and skills and the advice for teachers included in the study design, will assist teachers in making this judgment. The key knowledge and skills do not constitute a checklist of elements that needs to be assessed separately.

In those studies where the set of assessment tasks for School-assessed Coursework scores covers all outcomes designated for the unit, satisfactory performance on these tasks is sufficient evidence to award S for the unit.

VCE SATISFACTORY UNIT RESULT

The student receives S for a unit when the school determines that all outcomes are achieved satisfactorily.

To achieve an outcome a student must:

- produce work that meets the required standard
- submit work on time
- submit work that is clearly his/her own
- observe the VCAA and school rules

If a teacher judges that all outcomes are achieved, the student satisfactorily completes the unit.

VCE Not Satisfactory unit result

The student receives N for the unit when one or more of the outcomes are not achieved because:

- the work is not of the required standard
- the student has failed to meet a school deadline for the assessment task, including where an extension of time has been granted for any reason, including Special Provision
- the work cannot be authenticated
- there has been a substantial breach of rules including school attendance rules

The N result should be used for students who only partly complete work or whose attendance records breach school rules.

Gleneagles Secondary College States:

For satisfactory completion of a VCE unit at Gleneagles all students must complete the following:

- Satisfactorily complete and submit all specified work requirements as required by the subject teacher
- Satisfactorily complete all School Assessed Coursework (SACs) on the set date as required by the subject teacher
- Satisfactorily complete and submit all School Assessed Tasks (SATs) on the set dates as required by the subject teacher.

SCHOOL ASSESSED COURSEWORK (SACS)

SACs are School Assessed Coursework set by the classroom teacher. This is assessment that is used to judge whether a student can demonstrate knowledge of the outcomes for each unit of study. Each study specifies a range of tasks to assess achievement of each of the unit's outcomes. Assessment tasks designated for coursework will be part of the regular teaching and learning program and will be completed mainly in class time and under teacher supervision.

Unit 1 and 2 SAC tasks are set and assessed by the school. Marks allocated to each task are not sent to the VCAA but will appear on end of semester reports.

Unit 3 and 4 SAC tasks are set by the teacher and are based on assessment advice provided to them by the VCAA. Marks allocated to each task are reported to VCAA and will contribute to the unit score.

SUPERVISION PROCEDURES FOR SCHOOL ASSESSED CLASSWORK

The following procedures are to apply in relation to all assessment tasks at VCE:

- Only approved materials are permitted to be taken into the classroom. Students must be advised prior to the assessment task to leave all other items in their lockers.
- All permitted materials to be checked by the supervising teacher.
- Mobile phones and other electronic devices are not permitted and must be placed in a box on the teacher's desk immediately upon entering the classroom.
- Teachers are to actively supervise the assessment task by moving around the classroom
- Where materials other than permitted materials are identified, such materials are to be confiscated and student sent out of the classroom. The student is not permitted to finish the assessment task. The student is to be sent to the Senior School Office. Confiscated materials are to be forwarded to the Senior School Leader at the conclusion of the assessment task.
- Mobile phones or other electronic devices located after hand in phase are to be confiscated and student sent from room. The student is not permitted to finish the assessment task. The student is to be sent to the Senior School Office. Confiscated mobile phones or other

electronic devices are to be forwarded to the Senior School Leader at the conclusion of the assessment task.

- Communication between students is not permitted after the commencement of the assessment task. Students caught communicating during the assessment task are to be sent from the classroom and sent to the Senior School Office. The student is not permitted to finish the assessment task.

Points 5 – 7 inclusive, an investigation will take place.

Where a medical certificate is produced for a missed task, the certificate is to be forwarded directly to the VCE Student Engagement Leader for verification.

RESCHEDULING ASSESSMENT TASKS FOR AN ENTIRE CLASS

Teachers may wish to reschedule an assessment task because their students are not ready to be assessed, or due to other circumstances.

If teachers wish to reschedule a SAC after a SAC notification has been given, they must consult with the VCE LDL, and will only be approved if no student in the class or in another class is advantaged or disadvantaged.

SCHEDULING ASSESSMENT TASKS OUTSIDE OF CLASS TIME.

VCAA states that “Most work for the assessment of unit outcomes and School-assessed Coursework will be completed in class...”

Scheduling assessment tasks outside of class time can create unfair balance of workload across studies and should be kept to a minimum.

No whole class scheduled assessment task should interfere with another class or mentor group time, and scheduling into recess, lunchtime or after school should not exceed 15 minutes.

If a domain believes they have a strong academic reason for running an assessment task out of school hours, the appropriate domain leader should discuss this with the VCE LDL.

Decisions about the running of out of school hours assessment tasks are ultimately up to the Senior Student Engagement Leader and the VCE Learning Design Leader.

SCHOOL ASSESSED TASKS (SATS)

SATs are extended tasks or projects developed over a longer period of time in subjects such as Informatics, Studio Arts, Media Studies and Visual Communication.

These will be developed by schools in accordance with the details published in the study design. They will be assessed by the teacher of the study.

School Assessed Tasks are graded according to specific criteria published for each specific school assessed task by VCAA. All results are reported to VCAA, who will submit these assessments to a statistical check.

The school assessments for SATs in Unit 3 and 4 may be required to undergo an external review process. Authentication is an important part of these rules, and students must obey the authentication requirements for any SAT.

Authentication of SATs requires students to meet all draft deadlines. This is a key school expectation.

EXTENSION OF TIME SACS & SATS

In most circumstances there are NO extensions of times allowed for SACs and SATs.

Exceptions:

- ESL students may be granted a time extension, if the reason is for difficulty with the English language and their teacher recommends a time extension. Students must have met draft due dates before being eligible for an extension. Granting of ESL status does not automatically entitle a student to an extension of time. ESL extension forms are available from the Senior School Leader.
- Students that apply for, and have been granted Special Consideration may be eligible for an extension of time to complete their SAC or SAT. The application must be approved prior to the due date. Approval of Special Consideration does not automatically entitle the student to an extension of time

MODERATION

All Unit 3 and 4 results undergo statistical moderation by VCAA. This means that school based results are compared to the GAT and final exam performance. This comparison may lead to results being adjusted up or down. This process is undertaken to ensure equity for school based results across schools.

GENERAL ASSESSMENT TEST (GAT)

All students enrolled in one or more sequence of Units 3&4 must sit the GAT. The GAT will take place at the scheduled time as determined by VCAA.

AUSTRALIAN TERTIARY ADMISSION RANK (ATAR)

The Victorian Tertiary Admissions Centre (VTAC) will receive results from VCAA. VTAC will use these scores to determine the ATAR for each VTAC applicant and the applicant will be notified of that ATAR by VTAC at the same time as the applicant receives his/her global scores from the VCAA.

The ATAR is an overall measure of a student's achievement in their Year 12 studies in relation to that of other students. The ATAR allows tertiary institutions to compare students who have completed different combinations of VCE studies. It is calculated by VTAC solely for use by institutions. The ATAR shows the position of a student relative to their age group in a given year.

Calculation of the ATAR

Your ATAR is developed from an aggregate produced by adding your results for up to six studies as follows:

- the scaled study score in English, ESL, Literature or English Language
- the next best three scaled study scores permissible (which together with the English study make the "Primary Four")
- 10% of any fifth and/or sixth permissible scores that are available (these are called Increments).

If you have more than six results, the six permissible results that give the highest ATAR are used.

Restrictions on subject use in the ATAR calculation

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

For more information regarding subject restrictions refer to "www.vtac.edu.au"

There will be no restrictions on the number of scored VET results that can be counted in the ATAR.

AUTHENTICATION AND RECEIPTING OF WORK

AUTHENTICATION

VCAA states:

Principals are responsible for the administration of VCAA rules and instructions in their school. One of these rules is that a student must ensure that all unacknowledged work submitted for assessment is genuinely his/her own.

The teacher may consider it appropriate to ask the student to demonstrate his/her understanding of the task at or about the time of submission of the work.

If any part or all of the work cannot be authenticated, then the matter must be dealt with as a breach of rules.

VCE School-assessed Coursework

Teachers must develop courses that include appropriate learning activities to enable students to demonstrate achievement of outcomes. Undue assistance should not be provided to students while undertaking assessment tasks.

Students should be clearly informed of the timelines and the conditions under which assessment tasks are to be conducted, including whether any resources are permitted. Students are not permitted to use electronic translators for Unit 3 and 4 SACs.

Work completed outside class

Most assessment of unit outcomes and School-assessed Coursework will be completed in class. However, this does not preclude normal teacher expectations for a student to complete research and learning activities that contribute to the student gaining the key knowledge and skills outside of class time. This will require additional work and study outside class as part of the students' regular learning program. The setting and marking of work with a formative focus provides a student with the opportunity to develop his/her knowledge and skills and for teachers to provide diagnostic feedback.

A task for the assessment of unit outcomes may require preliminary preparation and activities associated with the task, for example, gathering necessary research data. The amount of work to be completed as homework is decided by the study teacher, taking into account the nature, scope and purpose of the task. Students should be advised just prior to beginning the task that some information or data may be collected outside the classroom.

For School-assessed Coursework done outside class time, teachers must monitor and record each student's progress through to completion. This requires regular sightings of the work by the teacher and the keeping of records.

School-assessed Tasks

For School-assessed Tasks, teachers must ensure that there is a sufficient range of topics within their class to enable them to distinguish between individual student's work and therefore, to assist in the authentication process.

Teachers must monitor and record in the Authentication Record for School-assessed Tasks form each student's development of work, from planning and drafting through to completion. This requires regular sightings of the work by the teacher. Observations of individual work done in class should be recorded. The teacher and student must sign each recorded observation.

Strategies for avoiding authentication problems

To reduce the possibility of authentication problems arising, or being difficult to resolve, the following strategies are useful:

- Ensure that a significant amount of classroom time is spent on the task, so that the teacher is familiar with each student's work in progress and can regularly monitor and discuss aspects of the work with the student/s.
- Ensure that students document the specific stages of the development of work, starting with an early part of the task such as the topic choice, list of resources and/or preliminary research.
- Filing of copies of each student's written work at given stages in its development.
- Regular rotation of topics from year to year to ensure that students are unable to use other students' work from the previous year.
- Where there is more than one class of a particular study in the school, the VCAA expects the school to apply internal moderation/cross-marking procedures to ensure consistency of assessments between teachers.
- Teachers are advised to apply the same approach to authentication and record-keeping, as cross-marking sometimes reveals possible breaches of authentication. Early liaison on topics, and sharing of draft student work between teachers, enables earlier identification of possible authentication problems and the implementation of appropriate action.
- Encourage students to acknowledge tutors, if they have them, and to discuss and show the work done with tutors. Ideally, liaison between the class teacher and the tutor can provide the maximum benefit for the student and ensure that the tutor is aware of the authentication requirements. Similar advice applies if students receive regular help from a family member.

Onus of proof - Students

Students must provide evidence that the work submitted is their own and/or was completed in accordance with VCAA requirements.

In order to obtain the necessary evidence, students may be required to:

- provide evidence of the development of the work

- discuss the content of the work with the teacher and answer questions to demonstrate their knowledge and understanding of the work
- provide samples of other work
- complete, under supervision, a supplementary assessment task related to the original task
- attend an interview or complete a test to demonstrate understanding of the work

GLENEAGLES REDEMPTION POLICY

YEAR 11

A YR11 student will need to complete a redemption task if they have been unable to attain a satisfactory standard for a SAC or SAT. If the class teacher determines that sufficient preparatory class work has been completed, the redemption task will be the same or similar to the original task.

If a student's work is assessed as unsatisfactory and a redemption is required they will:

- Be informed by the teacher.
- If the redemption task is satisfactorily completed, the student will achieve an S for that SAC or SAT. The original score for the task will stand.
- If the student is unable to satisfactorily complete the redemption task, the classroom teacher will arrange a meeting between them, the student, student's parent/s, VCE Student Engagement Leader and classroom teacher. In that meeting the areas that need to be addressed will be discussed and an assessment task and date will be set.
- If the student is unable to achieve a satisfactory standard, an N will be recorded for the task. The original percentage score for the task will stand.

The redemptions should be completed within 5 school days of the original outcome. Failure to complete this within 5 days may result in the original result remaining the same. Redemptions may be handled by the subject teacher or the VCE Student Engagement Leader. It is the student's responsibility to ensure they have taken all necessary steps to prepare for the redemption and attend as required.

YEAR 12

A YR12 student will be required to attend a support class with their teacher in order to demonstrate a satisfactory understanding of the assessment task. Support classes will be scheduled outside normal class time and may involve, but are not limited to, the student discussing their knowledge of the topic and/or completing further tasks to cement their understanding of the outcome.

COURSEWORK CONTRIBUTION TO STUDY SCORE

For each Unit 3 & 4 studied, the study score indicates how a student performed in relation to all other students in that study.

A study score is only awarded to students who have passed Units 3 & 4. The study score is calculated by combining the results of all the Graded Assessments in the study. Details of the Graded Assessment are outlined in each study design. Study Designs for each subject can be accessed via the VCAA website:

<http://www.vcaa.vic.edu.au/Pages/vce/studies/index.aspx>

All subjects

The school-assessed coursework scores are statistically moderated by VCAA to ensure that assessments from different schools are comparable. The level and spread of the scores for a study are adjusted to match the performance of the same group of students on a common external score. The external score is based on the examinations. If the school has more than one class for a particular study, all classes are combined into a single moderation group.

Initial score or grades for separate SACs awarded to students by their teacher can only give an indication of their performance relative to other students in their class. Teachers are not able to provide final coursework scores. Final coursework scores are reported by VCAA after the examination results are processed and moderation occurs.

BREACH OF RULES

VCAA RULES REGARDING BREACHES OF ASSESSMENT RULES.

Schools must ensure that there are established procedures for making school based assessments and that these procedures are applied consistently. They should also allow a process for students to appeal school decisions.

For fair and consistent penalties for the breaches of school rules and VCAA rules:

- Students must be notified in writing of the rules, dates and requirements of all assessment tasks (see pro forma)
- Teachers keep accurate records of all student assessments, including submission dates and records of progress on extended tasks.
- All rescheduling and redemptions of assessment tasks are communicated with the Senior School Leader.
- Subject teachers should not arrange any special provisions directly with the student. If students are eligible for special provision, teachers will be notified.

AUTHENTICATION

Teachers who believe that a breach of rules has occurred or that a student has behaved inappropriately, should report the incident to the VCE Student Engagement Leader. Teachers must identify the breach or inappropriate behaviour and inform the student before the end of the allocated time period for the assessment task. The work should not be accepted for assessment until sufficient evidence is available to show that the work is the student's own. If a breach is believed to have occurred the original of the final version of the work is to be retained by the school. The student is to retain a copy.

ONUS OF PROOF

Students must provide evidence that the work submitted is their own and/or was completed in accordance with VCAA requirements. (see assessment section of this handbook for more details)

STUDENT INTERVIEWS

Prior to a decision being made by the school which results in a penalty being imposed, the student should be requested to attend an interview. The interview panel must consist of at least two and no more than three teachers (the study teacher and up to two representatives of the principal, e.g. the relevant Domain Leader and/or a VCE Student Engagement Leader). All members of the panel must understand the purpose of the interview and, if applicable, have sufficient knowledge of the study to allow full participation in the discussion and decisions.

PENALTIES FOR BREACHES OF AUTHENTICATION RULES

The principal has the authority to:

- Reprimand a student
- If there is sufficient time, give the student the opportunity to resubmit work for satisfactory completion
- Refuse to accept that part of the work which infringes the rules and assess the remainder of the work
- Refuse to accept any part of the work, so that:
 - An N will be awarded for the outcome
 - An NA will be submitted for the School-assessed Coursework and/or the School-assessed Task

NOTIFICATION OF PENALTY TO THE STUDENT

If a decision is made to impose a penalty as described in this section, the principal must notify the student in writing within 14 days of the decision being made.

OVERALL ATTENDANCE

If a student has not met the attendance requirements for the unit, an overall N or J result must be awarded for the unit, refer to Attendance page for details.

FAILURE TO SUBMIT WORK DUE TO ABSENCE

A student who is absent due to other commitments, such as an excursion or exam, must arrange to deliver the work to school on or before the due date. Refer to Absence page for further details.

ABSENCE FROM A SCHEDULED SAC

The Senior School Leader must be notified if a student has missed a SAC. If the student misses one period of a SAC due to late arrival at school, he/she may be given permission to attempt the task on the same day, at the discretion of the VCE Student Engagement Leader.

If a student is absent from a scheduled SAC and does not provide a medical certificate with evidence of illness and does not have another reason for the absence approved by the VCE Student Engagement Leader, the student must be given a Not Assessed result (N/A) for the task.

A student who has failed a unit due to unapproved absence from a SAC must be informed in writing.

APPEAL AGAINST A SCHOOL DECISION

It is essential that the procedures and decisions regarding all penalties for breaches of rules are fully documented. Students must be informed of decisions in writing. The notification must include their right of appeal and the procedure for making an appeal. Students may appeal against a school decision or a school penalty.

SPECIAL PROVISION

Special Provision allows all students to have the maximum opportunity to complete their VCE studies.

There are four types of Special Provision available to students:

Student Programs: students may apply to the VCE Student Engagement Leader for variations to the number of subjects that students are expected to undertake.
School-based Assessment: students may receive from the VCE Student Engagement Leader for extensions to deadlines, additional time to complete tasks, modified tasks or rescheduling of tasks.
Special Examination Arrangements: students may apply to VCAA through the VCE Student Engagement Leader for special arrangements during VCAA examinations.
Derived Examination Scores: students may apply to VCAA through the VCE Student Engagement Leader a derived examination score for VCAA examinations.

Students eligible for special provision include:

- Those disadvantaged by a disability or impairment including learning disabilities
- Those significantly affected by illness or by factors relating to their personal circumstances and environment.

Students wishing to apply for special provision will need up to date documentation from an appropriate professional e.g. doctor, psychologist. Students will need to speak to the VCE Student Engagement Leader, who will assist students to fill out the appropriate forms.

Staff will be notified if a student has been granted special provision.

Note: VCAA requires applications for existing conditions to be submitted by the beginning of March in the year in which a Unit 3 & 4 subject (year 12 subject) is studied. "Emergency applications" for new conditions or illnesses that occur can be made at any time during the year, but not later than 7 days after the student has completed their Unit 4 examination.

SEAS (SPECIAL ENTRY AND SCHOLARSHIPS)

Students that meet certain criteria may be eligible to apply for special entry or scholarships for a university placement.

SEAS Access and Equity is open to all students whose education has been adversely affected by their life circumstances during the course of their VCE, for example: difficult family circumstance, personal disability, long term medical conditions. Students are required to show how their circumstances have impacted on their studies. Applications must be accompanied by supporting evidence from an independent source which may include a medical practitioner, psychologist, member of the staff or Wellbeing team. Full details of criteria and the requirements for meeting them are available on the VTAC website (www.vtac.edu.au).

Scholarships are available to Deakin, Monash, RMIT and The University of Melbourne. Refer to the VTAC and university websites for full details.

Students can only apply for SEAS through the VTAC website within the timeframes set down by VTAC. Students are strongly advised to have spoken to the VCE Student Engagement Leader about SEAS when they are in Year 11 and should have all requests for supporting evidence submitted to Wellbeing or VCE Student Engagement Leader by July in their final year. The VCE Student Engagement Leader will endeavour to assist students with their application and supporting evidence, however students are responsible for ensuring their application is submitted with all necessary evidence by the VTAC deadline.

- Require students to sit the practice examinations and tests scheduled by the College.

EXAMINATIONS

GLENEAGLES SECONDARY COLLEGE EXAMINATION POLICY

Aim:

To create an environment allowing students to complete examination requirements to the best of their abilities.

Implementation:

Facilities

The school will provide:

- Appropriate storage for VCAA Examination materials
- Appropriate venue containing amenities including heating and access to toilets with appropriate exit points in case of emergency.
- Ensure seating arrangements are in accordance with VCAA guidelines for all examinations whether school based such as those in Year 11 and practice examinations for Year 12 or scheduled VCAA examinations.
- Provide rooms designated for VCAA examinations in areas of the school least affected by outside factors such as noise.
- Ensure the Principal and/or Principal's Delegate/s is responsible for the management of the written examination centre.

Personnel

The school will:

- Provide an appropriate supervision roster to ensure student safety, wellbeing and examination security.
- Provide suitably inducted supervisors who are aware of VCAA policies and guidelines governing VCAA examinations.
- Provide appropriate supervisor documentation.
- Facilitate appropriate examination conduct at the senior campus. Supervisors of school based examinations such as those in year 11 or year 12 practice examinations should adopt the published guidelines for the conduct of VCAA examinations. These are distributed to schools each year.

Examinations

The school will:

- Issue official VCAA and/or school based administrative documentation e.g. timetable, examination rules and special provision procedures.
- Inform students regarding appropriate examination conduct. Provide guidelines for breaches of conduct.
- Inform students that they may only leave the examination room under the supervision of an examination supervisor under the following circumstances: sudden illness, to use toilet facilities, pre approved VCAA break or the implementation of an evacuation procedure.
- Instruct students to remain in the examination room until the conclusion of the examination.

VCAA Results

The school will:

- Provide appropriate support to students after they have received their end of year results.
- Support individual student application for the review of examination scripts on the condition that the scripts are viewed at the VCAA offices. The student to bear any associated costs.
- Provide written notification of indicative results for SACs to students as an indication only of progress. Results cannot be confirmed until officially released by VCAA.

Budget

The school will:

- Provide funds for the provision of extra supervisors where necessary.
- Provide for the labour associated with examination room set up.
- Provide for the replacement and maintenance of examination furniture.
- Provide funds for stationary and photocopying supplies for internal Unit 1 & 2 examinations.
- Provide stationary and photocopying supplies for Unit 3 & 4 practice examinations where the budget allows.
- Provide funds for administrative costs of VCAA examinations.

EMERGENCY MANAGEMENT EVACUATION PROCEDURES: GLENEAGLES EXAMINATION CENTRE

An emergency evacuation is triggered in two stages:

1. ALERT WARNING SIGNAL – REGULAR BEEPING SIREN

When this is heard the Chief Supervisor must allow the examination to continue and make immediate contact with the Principal's Delegate. Then collect the student rolls and alert the assistant supervisor/s that an evacuation may be imminent.

Keep calm.

2. EVACUATION SIGNAL – CONTINUOUS SIREN OR GAS HORN

The Chief Supervisor must:

Announce to students that examination activities are suspended but that they must remain silent until told they may speak.

Direct supervisors to open all exits.

Direct students to turn their examinations face down on the desk and stand.

Direct students again that they must stay silent, move to the nearest exit and follow the assistant supervisors to the designated secure area.

Check that the examination room is empty, take the documentation register, student rolls and secure the examination room.

Ensure students are safe, secure and give student register to an assistant supervisor who will check the roll.

Contact VCAA to inform them of the evacuation.

Action VCAA directives.

MANAGEMENT OF VCAA EXAMINATION

Principal's Delegate/s

The Principal's Delegate/s is/are appointed by the Principal. It is the delegate's responsibility to oversee and support the Chief Supervisor, ensuring that all facilities are prepared to VCAA specifications. The Principal's delegate must be available to work with the Chief Supervisor to:

- Employ all supervisors.
- Induct assistant supervisors prior to examination periods.
- Create and update supervision timetables.
- Meet and sign for examination materials.
- Alert the Chief Supervisor that the examinations have arrived.
- Assist the Chief Supervisor check and secure examination material.
- Ensure that all examination rooms are set up as per VCAA specifications.

PROCEDURES FOR UNIT 1 AND 2 EXAM MISCONDUCT

The school will:

- Warn the student regarding inappropriate behaviour.
- Remove student from examination room in the case of persistent, inappropriate behaviour.
- Determine an appropriate consequence for the behaviour which may include non assessment of the examination paper.
- Advise parents of the breach and consequences.

ACRONYMS

CPM	Cumulative Performance Measure
DEECD	Department of Education and Early Childhood Development
DES	Derived Examination Score
DEST	Department of Education, Science and Training
ATAR	Australian Tertiary Admission Rank
ESL	English as a Second Language
FE	Further Education
FFPOS	Full-fee-paying Overseas Student
GA	Graded Assessment
GAT	General Achievement Test
IB	International Baccalaureate
ISS	Industry Specific Skills
LLEN	Local Learning and Employment Network
LOTE	Language/s Other Than English
MIPs	Managed Individual Pathways
MOU	Memorandum of Understanding
NA	Not Assessed
NAP	Code on VASS denoting VCAA-approved School Based Apprenticeships and Traineeships
OTTE	Office of Training and Tertiary Education
PRES	Post-Results Enquiry Service
QA	Quality Assurance
RPL	Recognition of Prior Learning
RTO	Registered Training Organisation
SAS	Score Amendment Sheet
SAT	School-assessed Task
SCAN	School Coursework Audit Notification

SIAR	School Initial Assessment Return
SIEG	School Indicative Examination Grade
SRF	Study Record Form
SSR	School Status Report
TAFE	Technical and Further Education
UG	Ungraded
UN	Unavailable
UoC	Unit of Competence
VASS	Victorian Assessment Software System
VCAA	Victorian Curriculum and Assessment Authority
VCAL	Victorian Certificate of Applied Learning
VCE	Victorian Certificate of Education
VCEDS	VCE Data Service
VES	Code on VASS denoting VCE VET program
VET	Vocational Education and Training
VFE	Code on VASS denoting VET or Further Education programs
VRQA	Victorian Registration and Qualifications Authority
VSL	Victorian School of Languages
VTAC	Victorian Tertiary Admissions Centre

GLOSSARY

Assessing school - The school responsible for providing the assessment (through VASS) for one or more units for a student. The assessing school is usually, but not always, the home school. A student may have more than one assessing schools.

Assessment plan - A set of tasks relating to the assessment of units of competence/modules undertaken in the Unit 3 and 4 sequence of a scored VCE VET program.

Assessment task - A task set by the teacher to assess students' achievements of unit outcomes for School-assessed Coursework (see also Outcomes).

Authentication - The process of ensuring that the work submitted by students for assessment is their own.

Derived Examination Score (DES) - Provision available for students who have missed an examination or whose examination performance has been impaired due to illness or other personal circumstances.

Australian Tertiary Admission Rank (ATAR) - The overall ranking on a scale of zero to 99.95 that a student receives, based on his/her study scores. The ATAR is calculated by VTAC and used by universities and TAFE institutes to select students for courses. Formerly known ENTER.

Examinations - External assessments set and marked by the VCAA. All VCE Units 3 and 4 studies have at least one examination. Written examinations are held in October and November. Performance examinations and oral components of LOTE examinations are held in October.

Extension studies - First-year university studies recognised by the VCAA for contribution to the ATAR for students who are academically very able.

External Reference Score - A common measure of performance in external assessments against which the schools' School-assessed Coursework scores for a particular study are statistically moderated. It is formed from the students' examination scores for each study and, for some studies, the component scores from the GAT.

General Achievement Test (GAT) - A test of knowledge and skills in writing, mathematics, science and technology, humanities and social sciences and the arts. All students enrolled in VCE Unit 3 and 4 sequence must sit the GAT. It is used by the VCAA to check that schools are marking School-assessed Tasks to the same standard, as part of the statistical moderation of School-assessed Coursework and as a quality assurance check on the VCAA's marking of examinations and School-assessed Tasks.

Graded Assessment - All VCE studies have three Graded Assessments for each Unit 3 and 4 sequence, except for scored VCE VET programs, which have two. Each study includes at least one examination, most have School-assessed Coursework, and some have School-assessed Tasks.

Home school - Refers to the major school of the student. Only the home school may ATAR and change a student's personal details through VASS. A student can only have one

home school at a time. The home school is usually, but not always, the assessing school.

Outcomes - What a student must know and be able to do in order to satisfactorily complete a unit as specified in the VCE study design or VCAL unit.

Student Number - The unique number assigned to each student enrolled in VCE, VCE VET and VCAL. From 2003, the Student Number replaces all references to Candidate Number and VCAA Candidate Number in this and other VCAA publications.

Studies - The subjects available in the VCE.

Study design (VCE) - A study design for each VCE study is published by the VCAA. It specifies the content for the study and how students' work is to be assessed. Schools and other VCE providers must adhere to the requirements in the study designs.

Study score - A score from zero to 50 which shows how a student performed in a VCE study, relative to all other Victorian students enrolled in that same study in a result year. It is based on the student's results in school assessments and examinations.

Units (VCE) - The components of a VCE study that are a semester in duration. There are usually four units in a VCE study, numbered 1, 2, 3 and 4.

VASS Administrator - School-based personnel who ATAR all school information into VASS.

Victorian Assessment Software System (VASS) - The Internet-based system used by schools to register students and ATAR VCE and VCAL enrolments and results directly onto the VCAA central database.

Victorian Certificate of Education (VCE) - An accredited senior secondary school qualification.

VCE provider - A school or other organisation authorised to offer the VCE.

Vocational Education and Training (VET) - Nationally recognised vocational certificates. These certificates may be integrated within a VCE or VCAL program.

VCE VET - VET certificates developed into full programs of study within the VCE and contributing to satisfactory completion of the VCE under the same recognition arrangements as for VCE studies.

Victorian Tertiary Admissions Centre (VTAC) - VTAC acts on behalf of universities, TAFEs and other providers facilitating and coordinating the joint selection system. VTAC calculates and distributes the Australian Tertiary Admission Rank (ATAR).