



# VCE POLICY



## Help for non-English speakers

If you need help to understand the information in this policy please contact Foster Secondary College on 03 5682 2066.

## PREAMBLE

The delivery of VCE courses occurs within a legal framework quite different to courses delivered at other levels. Schools have a legal obligation to deliver their VCE courses as stipulated in VCAA study designs in order for their students to have maximum opportunities to achieve their best. Some VCAA policies are left to the discretion of schools. When disputes occur, the VCAA will support schools that have defined policies that align with best practice. This document defines those practices and all staff delivering VCE courses are expected to adhere to them as part of their performance review. This policy is applicable to all areas of VCE, including VCE, VCEVM, VCE/VET study areas.

### 1. ATTENDANCE

Teachers are to ensure accurate rolls are kept and advise the relevant year level leader if a student falls below 80% attendance over the course of any month (monitored and documented at the Senior School meetings). For VCEVM and/or VET students, attendance at the work place and TAFE course is counted within the attendance data as being 'Present'.

### 2. APPROVED ABSENCES

- All VCE students are expected to attend the College's Athletics and Swimming carnivals.
- VCE students are permitted 5 extracurricular school approved absences subject to teacher & Year Level Leader approval.
- Teachers must consult the assessment schedule and avoid organising an excursion at a time when students have a SAC.
- Students will not be permitted to attend an excursion if they are in danger of failing a VCE subject.
- In exceptional circumstances a student may negotiate an extension to the 5 day rule in consultation with their teachers, the relevant Year Level Leader and the Principal.

### 3. AGREED ASSESSMENT PROCESSES

- All students are to be provided with the Unit outline (identifying weekly topics and tasks) and assessment schedule for the semester in the first week of February. For 2<sup>nd</sup> semester the Unit outline and assessment schedule is provided in the week of the 14<sup>th</sup> of June. A copy must also be provided to the Senior School team.
- SACs must allow for a range of results and be a *unique task* (not previously seen by the students).
- SAC feedback, based on the marking schedule/rubric provided to students, should be discussed with the students within 2 weeks of its completion and they *should be given access to their SAC with corrections before or during that lesson*.
- SAC feedback must also include a *percentage score*.
- For VCEVM an 'S' or an 'N' is awarded alongside the feedback for the assessment task.

- VCEVM assessments are to be conducted in line with the appropriate Study Design. Teachers must ensure they have appropriate proof of authenticity of assessments.
- For scored VCE students, RAW SCORES CAN BE GIVEN TO STUDENTS per VCAA policy but students must be aware of the potential scaling and changes after VCAA moderation has taken place. Suggestion to avoid if/when possible.
- SACs must be retained by the staff member to validate VCAA authentication procedures.
- SACs may be destroyed at the end of the calendar year.

#### 4. SAC MODERATION (TO BE READ IN CONJUNCTION WITH THE AGREED ASSESSMENT PROCESSES)

- Where more than 1 class of a VCE subject is taught teachers will meet to discuss the assessment criteria and collaborate in the production of the SAC task including the rubric/assessment schedule.
- Teachers are to cross-mark samples of high, medium and low SACs.
- Significant discrepancies in cross-marked SACs or difficult cases are referred to the PLT leader for consideration.
- The final results of moderation are validated by the teachers and the PLT leader.

#### 5. YEAR 12 PARTNERSHIPS

- Where a Unit 3 & 4 sequence is undertaken by a class group of less than 5 students a partnership will need to be established with another school (facilitated by the VASS leader) by the end of the first term.

#### 6. 'MAKE-UP' SACS

- 'Make-up' SACs are granted for medical reasons with certificate and other extenuating circumstances at the discretion of the relevant year level leader.
- The timing of the 'make-up' SAC is dependent on the length of time identified in the medical certificate.
- The SAC itself is rescheduled by negotiation with the relevant year level leader.

#### 7. 'IN DANGER OF N' PROCESS

- Teachers are to document on Compass and alert the Year Level Leader of the issues via email, and also on Compass.
- Teachers are encouraged to send an "In danger of N" letter as soon as a student is failing to demonstrate the outcomes for a unit. These letters must be co-signed by the relevant year level leader as well as documented on Compass. Year Level Leader will send letter with relevant information home and follow up with a parent phone call.
- Students must be given the opportunity to demonstrate the outcomes up until Friday June 24<sup>th</sup> for Semester 1 and Friday October 28<sup>th</sup> for Semester 2.
- Parents must receive at least 4 weeks' notice if their child is failing a unit. No "In danger of N" letters can be sent home after Friday May 27<sup>th</sup> (Semester 1) and October 3<sup>rd</sup> (Semester 2).
- Teachers are encouraged to make regular contact with parents through Compass or by phone if a student is falling behind in their coursework.

#### 8. GIPPY MAROONS

- Students on a SAC task are to be awarded a *Gippy Maroon* if they achieve a score of 90% or above (an exception can be made if a teacher believes that more than 2 students merit the recognition or if a student is very close to the 90% cut off).
- Year 11 subjects can nominate 2 tasks per semester. Year 10 & 11 exams count as the 3<sup>rd</sup>.
- As *Gippy Maroons* contribute to the decision making process for Presentation & Excellence awards, it is important that all teachers submit eligible students for these awards.

#### 9. NUMBER OF ELECTIVES IN YEAR 10/11/12 INCLUDING ACCELERATION POLICY

- Year 10 students who demonstrate the capacity to succeed at the VCE standard (according to demonstrated Learning Habits/Skills, for example, Productivity Awards, Ausvels) may accelerate

into a study *if* they have the approval of the subject teacher, PLT leader, the Year Level Leader and the Principal.

- Acceleration occurs in the Year 10 elective blocks.
- Only in exceptional circumstances will a Year 10 student accelerate into 2 VCE electives.
- All VCE students undertake a minimum of 12 Unit 1 & 2 subjects (including compulsory English Units) and 5 Unit 3 & 4 sequences (including compulsory English Units) over a 3 year period.
- All VCE VM students undertake PDS, WRS, Unit 1-4 English or equivalent Literacy 1-4 Units, Unit 1 & 2 Maths or Numeracy. VCEVM students may also select other VCE units, timetable permitting, with consultation with VCEVM Coordinator and Careers Coordinator. Students are required to complete a VET course & 480 hours of work placement over a 2 year period to complement their VET course as stated by VCAA.

## 10. DISTANCE EDUCATION POLICY

- Only students who have demonstrated the capacity to work independently will have access to a distance education elective *if* they have the approval of the relevant PLT leader, the Year Level Leader and the Principal.
- Preference will be given to students who cannot access a study offered by the College or need a prerequisite for their identified career pathway.
- Entry into a distance education elective is by Principal class approval only.

## 11. MINIMUM REQUIREMENTS TO FULFIL THE OUTCOMES IN VCE

- Students must attend and participate in coursework activities.
- Students must attempt & submit assessment tasks to be eligible for satisfactory completion of the outcomes of any VCE study.
- Teachers will use the study designs to determine what constitutes satisfactory completion.

## 12. AUTHENTICATION OF STUDENT WORK

- Teachers will directly observe student work to authenticate it. If a teacher doubts the authenticity of a student's work a test or suitable task will be used to assess their knowledge.

## 13. COMPASS

- Year level leaders will document medical certificates and other approved absences on Compass.
- Teachers are requested to use the student lesson plan section in Compass to document homework requirements.
- Teachers are required to document behaviour and academic concerns on Compass according to the following colour alerts.
- Co-ordinators will act on all red alerts.

**Grey:** Disrupting teaching and learning, not prepared for class, not completing homework

**Yellow:** Ongoing repeat of grey behaviours, passive resistance, lack of respect for the learning environment, low-level persistent disruptive behaviours

**Red:** Falling significantly behind in work requirements, lack of productivity, refusal to follow teacher instruction, if a student is sent to time-out or asked to leave the classroom, abuse, bullying, harassment, threats, endangering the safety of the learning environment.

**Green:** Teachers are encouraged to document examples of positive learning behaviours.

## 14. UNSCORED VCE POLICY/REQUIREMENTS

- Students must meet the S requirements of each class set by the class teacher.
- SAC submission and completion is under the same conditions as others, but can redo it to meet the "S" at individual subject teacher discretion.
- Students wishing to be unscored must meet with VCE Coordinator, Careers Coordinator, and parents to discuss the rules of sitting VCE unscored.
- Students must not make this decision without written consent from their parent or guardian.
- - Senior school Leader to hand a form out to be signed.

- It is expected that an unscored student sit the GAT to ensure an ATAR is still attainable should circumstances change
- An unscored student's satisfactory completion of each subject rests with individual subject teachers consistent with VCAA policy