

# **A Guide to Year 11 & 12 at East Loddon P-12 College**



**NAME:**

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## **Introduction**

To Parents and Students,

Welcome to Year 11 & 12. These years can be both scary and exciting for all involved. They provide students with an opportunity to achieve their VCE or VCAL and the necessary prerequisites to obtain a place in the course or the job of their dreams. Students are encouraged to put in their best efforts to ensure that their final two years are everything they hoped it would be and produces the desired results. Staff, students and families are very eager to assist each other through this important time in each student's life.

Attendance at all timetabled classes for both Year 11 and Year 12 students is compulsory. Work completed in class time is necessary to allow work to be authenticated. Students who do not attend a minimum of **80%** of classes in a particular subject maybe awarded an 'N' result which automatically fails them in that unit, regardless of the result achieved in the completion of work.

Those students (either Year 11 or Year 12) undertaking a Unit 3/4 sequence must 'hit the ground running' from the very start of the school year. They need to keep a close eye on important VCE dates, especially exam dates and due dates for school assessed coursework (SACs).

Students undertaking VCAL studies must work consistently to complete all required tasks to a satisfactory standard. They need to demonstrate competency in all areas. It is important that on designated structured work placement days where they miss scheduled classes that they discuss with their particular subject teachers the class work covered.

This guide has been created to assist both parents and students throughout the year. It can be used as an easy to access reference point for many of the questions that may arise. It contains various rules and regulations of both East Loddon P-12 College and the Victorian Curriculum Assessment Authority. You can also find various policies and procedures throughout the guide.

This document should only be used as a guide. Staff at the school are readily available to discuss any problems or queries you may experience or to further explain the information enclosed.

We look forward to working with you all throughout the year to make this the best year it can be. If you have any concerns or matters to discuss please do not hesitate to contact us at the school on 5436 8300.

Best wishes,  
Sarah Byrne  
Senior Sub-School Leader

## **VCE Key terminology**

This section provides you with definition of commonly used VCE terms that you may hear or use throughout the year and which will appear throughout this guide.

**Assessment Task:** A task set by the teacher to assess students' achievements of unit outcomes (see also Outcomes).

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

**Derived Examination Score:** Provision available for students who have missed an examination or whose examination performance has been impaired due to illness or other serious cause.

**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. Previously known as ENTER or TER.

**Examinations:** External assessments set and marked by VCAA. Most written examinations are held in November, with the GAT (see below) in June. Performance examinations and oral components of LOTE examinations are held in October and November. Mathematics subjects often have two exams in the November exam period.

**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 a VCE Unit 3 and 4 sequence or the equivalent of Units 3 and 4 in VET studies must sit the GAT. If you are uncertain please see your Senior Sub-School Leader. 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.

**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.

**Satisfactory completion:** The school's decision that a student has demonstrated achievement of the outcomes for a unit. Students receive an **S** for the satisfactory completion of a unit. If they do not satisfactorily complete a unit, they receive an **N** for it. Students qualify for the VCE when they satisfy units which meet the program requirements set out.

**School-assessed Coursework (SAC):** A school-based assessment that is reported as a grade for either a VCE Unit 3 and 4 sequence or Unit 3 and Unit 4 individually. School-assessed Coursework consists of a set of assessment tasks that assess students' achievement of VCE Units 3 and 4 outcomes.

**School-assessed Task:** A school-based assessment for a VCE Unit 3 and 4 sequence set by the VCAA and assessed by teachers in accordance with published criteria. School's assessments of tasks are subject to review by a panel appointed by VCAA.

**Semester:** One half of the academic year. VCE and VCAL units are designed to be completed in one semester.

**Sequence:** VCE Units 3 and 4 are designed to be taken as a sequence at Year 12 level. You cannot undertake Unit 4 in a particular subject without first undertaking and completing Unit 3.

**Special Provision:** Arrangements that are made to allow students who are experiencing significant hardship to achieve the learning outcomes and demonstrate their learning and achievement.

**Statement of Results:** The document/s issued by the VCAA showing the results a student achieved in the VCE and/or VCAL, and whether he/she has graduated. See also VCE/VCAL Certificate.

**Statistical moderation:** The process used to ensure that schools' assessments are comparable throughout the State. It involves realigning the scale of each school's School-assessed Coursework scores for each study to match the level and spread of the external reference scores for the students in that school enrolled in that study.

**Student number:** The number assigned to each student enrolled in VCE, VCE VET and VCAL.

**Study design:** A study design for each VCE subject is published by the VCAA. It specifies the content for the study and how students' work is to be assessed. Schools 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 students enrolled in that same study in a result year. It is based on the student's results in school assessments and examinations.

**Units:** The components of a VCE study. There are usually four units in a VCE study, numbered 1, 2, 3 and 4.

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

**VCAL:** Victorian Certificate of Applied Learning.

**VCE Certificate:** The certificate awarded to students who meet the requirements for graduation of the VCE. VCE certificate is an accredited senior secondary school qualification.

**Vocational Education and Training (VET):** Nationally recognized vocational certificate. These certificates may be integrated within a VCE program.

**VCE VET:** VET certificates developed in to 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):** Victorian Tertiary Admissions Centre acts on behalf of universities, TAFEs and other providers facilitating and coordinating the joint selection system. It calculates and distributes the ATAR.

## **Achievement of VCE**

The VCE is awarded on the basis of satisfactory completion of units. The decision about satisfactory completion of a unit is distinct from the assessment of levels of performance.

When making their enrolment selection, students should consider the requirements for satisfactory completion and the award of VCE. Study for the VCE is normally completed over at least two years, but students may accumulate units over any number of years. If students are considering completing their VCE over more than two years they must discuss the matter with the Senior Sub-School Leader and Principal before a decision can be made as to the best possible program for the student.

### **Minimum requirements**

For majority of students, the minimum requirement to achieve VCE is satisfactory completion of 16 units which include:

- Three units from the English group, with at least two Unit 3 or 4 level
- Three sequences of Units 3 and 4 studies other than English, including VCE VET Unit 3 and 4 sequences.

**NOTE:** Victorian Tertiary Admissions Centre (VTAC) advises that for the calculation of a student's ATAR, satisfactory completion of both Units 3 and 4 of an English sequence is also required as well as three scored VCE studies. Students undertaking VCE VET studies need to ensure that they meet the necessary requirements if they wish to receive an ATAR score as some VCE VET studies are unscored.

### **English requirements**

Three units from the English group are required with at least two at Unit 3 or 4 level. English units may be selected from Foundation English Units 1 and 2, English Units 1 to 4, English (ESL) Units 3 and 4, English Language Units 1 to 4, and Literature Units 1 to 4.

No more than two units at Units 1 and 2 level selected from English Units 1 and 2, English Language Units 1 and 2, Foundation English Units 1 and 2 and Literature Units 1 and 2 may count towards the English requirement.

Students may not obtain credit for both English Units 3 and 4 and English (ESL) Units 3 and 4.

Units from the English group may also contribute to the sequences other than English requirement.

## **Key VCE regulations**

This section deals with VCAA and school policy and procedures relating to achievement of learning outcomes, for the purposes of determining satisfactory completion of a unit. It also discusses the completion of School-assessed Coursework (SACs) and School-assessed Tasks (SATs) for the purpose of achieving the learning outcomes and/or achieving marks towards final assessment grades and study scores.

For satisfactory completion of a unit, a student must demonstrate achievement of each of the outcomes for that unit as specified in the study design. This decision will be based on the teacher's professional judgment of the student's performance over the unit. The key knowledge and skills and the advice for teachers included in the study design will assist teachers in making this judgment. Teachers will also make this judgment based on learning activities and assessment tasks completed during the unit. It should be noted that this decision is distinct from the assessment of levels of performance, particularly on SACs.

### **Assessment in Units 3 and 4**

The VCAA sets down rules which a student must observe when preparing work for assessment. These rules apply to School-assessed Coursework and School-assessed Tasks. They are:

1. A student must ensure that all unacknowledged work submitted for assessment is genuinely his/her own.
2. A student must acknowledge all resources used, including:
  - Text, websites and source material
  - The name/s and status of any person/s who provided assistance and the type of assistance provided.
3. 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 (eg. 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, copying of, another person's work or other resources without acknowledgment.
  - Corrections or improvements made or dictated by another person.
4. A student must not submit the same piece of work for assessment in more than one study.
5. A student who knowingly assists other students in a breach of rules may be penalised.
6. A student must sign an authentication record organised by the teacher for work completed outside class at the time of submitting the completed task. This declaration states that all unacknowledged work is the student's own.



7. A student must sign a general declaration that he/she will obey the rules and instructions for the VCE, and accepts its disciplinary provisions. Subject teachers to provide these.

### **What a student must do**

To achieve an outcome the 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.

### **VCAA recommendations regarding Not Satisfactory**

The student receives an N for the unit when one or more of the requirements listed:

- The work does not demonstrate achievement of the outcomes.
- The student has failed to meet a school deadline for the assessment task, including if 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.
- Individual subject teachers must make contact with the student, parent/guardian concerned and discuss the matter. A record of this meeting, conversation then is recorded and posted/emailed to the student and family concerned.
- If there has been a breach regarding School Based Assessment a panel will meet with the student to clarify and resolve the incident. The panel will consist of the Principal, Senior Sub-School Leader, student, parent/guardian or support person eg. Staff member.

### **Outcomes**

Outcomes for each study are set by the VCAA. Teachers are not able to change or alter these. Satisfactory completion of all outcomes is the minimal requirement for passing a unit at Year 12. The overall reporting of outcomes is stated as either an S or N.

### **School-assessed Coursework (SACs)**

Most revised VCE studies have a designated set of School-assessed Coursework tasks designed in each unit to enable the student to demonstrate the achievement of an outcome. Scores will be allocated on each of these assessment tasks. SAC tasks are typically of short duration, to be completed mainly in class time and without drafting.

SAC tasks are the **first point** for a student to demonstrate achievement of an outcome. Any subsequent step is dependent on initial attempt of a SAC task. See the School-assessed Coursework Policy (page 25) for information regarding retention of SACs and Feedback to students.

### **Feedback for students from VCAA**

Schools should include the following in student VCE handbooks:

- advice about the 'conditional' nature of any School-assessed Coursework marks given to students
- advise that total scores for School-assessed Coursework may change as a result of statistical moderation.

Although schools may permit students to submit further evidence for satisfactory completion of a unit, students may not submit further tasks for the reconsideration of School-assessed Coursework scores awarded by the school.

### **Unsatisfactory completion of a SAC**

In the event of **initial unsatisfactory completion** of an assessment task, students may have the option, at the teacher's discretion, to:

- Redo the same assessment task;
- Complete a new task as established by the teacher;
- Submit completed learning activities related to the outcome.

Satisfactory completion of one of the above items is required to enable the student to achieve an S for the outcome. The initial assessment task score will remain.

### **Absence from SAC or absence prior to a SAC**

In the event of **student absence** on a designated time for assessment, or a sustained time prior to the assessment, the following procedures will apply if the student intends undertaking the assessment for contribution to their SAC mark:

- Student will need to complete an *ABSENCE FROM ASSESSMENT OR ABSENCE PRIOR TO ASSESSMENT* form (see appendix 1) detailing the reason for absence, and include appropriate documentation to be submitted to the Senior Sub-School Leader;
- The teacher and the Senior Sub-School Leader will consider the application. On approval of the application the teacher will arrange an appropriate opportunity for the student to undertake the assessment.

If the application is not approved the student can still be given opportunity to achieve the outcome using the same options detailed in the unsatisfactory completion section of this guide.

NOTE: Acceptable reasons for absence from a SAC are minimal. They may include official school business, important medical/dental appointments, illness and personal hardship. If the illness or situation (personal hardship) is onset on the day of the SAC without prior warning students are requested to contact their Senior Sub-School Leader immediately to explain the situation and make alternate arrangements.

If a student is aware they will be absent during completion of a SAC due to school business, medical/dental appointments or other special circumstances, they need to inform the classroom teacher to gain approval and arrange another suitable date to complete the assessment.

## **Extensions for a SAC**

Extension (or alternative arrangements) for assessments at Units 3 and 4 level should only be granted in relation to absence, as detailed in the previous section.

## **Learning activities**

Learning activities are the day to day activities which prepare students to complete the assessment tasks. In addition to developing key knowledge and skills, learning activities **may** be used as evidence of satisfactory completion of an outcome under certain circumstances. Students should complete these activities and maintain an organised record of them.

## **Student Progress**

Individual subject teachers will monitor the progress of students. **If progress is a concern, the subject teacher will make contact with the student's parent/guardian via phone, the compass system or email.** If necessary an appointment will be made to discuss the concern at school.

## **Attendance**

Attendance at all timetabled classes is compulsory. Students who are absent from school must produce a parental/guardian note or a medical certificate to validate their absence from school upon their return. Acceptable reasons for absence from classes may include official school business, medical/dental appointments, illness and personal hardship. If the absence is known in advance a note informing the Senior Sub-School Leader should also be provided in advance, signed by the parent or guardian. The Senior Sub-School Leader can be contacted to discuss lengthy absences and the provision of appropriate school work. Parents are contacted to discuss unexplained absences.

**\*\*Any parental/guardian note or medical/dental certificate should be forwarded to the Office Admin staff to be officially recorded and to ensure relevant teachers are notified.**

Work completed in class time is necessary to allow work to be authenticated. Students who do not attend a minimum of **80%+** of classes in a particular subject may be awarded an 'N' result which automatically fails them in that unit, regardless of the result achieved in the completion of work. Where attendance is below 80%, the Principal and Senior Sub-School Leader will coordinate a process to determine the final decision. Teachers will maintain a careful record of attendance. Parents/guardians of students at risk of breach of attendance will be notified by the Principal, Senior Sub-School Leader or Office Admin staff as soon as possible and may be requested to provide appropriate documentation and/or attend an interview.

## **Special provision for school-based assessment**

Special Provision provides eligible students with the reasonable opportunity to participate in and complete their senior secondary studies. Individual students may

need special provisions in their learning program to achieve the learning outcomes, and in assessment to demonstrate their learning and achievement.

Those students eligible are not exempt from meeting the requirements for satisfactory completion of the VCE, or from being assessed against the outcomes for a study. Special Provision does not include the development of alternative courses of study with standards of achievement that are different from those specified in VCE study designs. It cannot be used to compensate for learning that has not occurred.

The guiding principles which must be satisfied in all forms of Special Provision are:

- The provision should provide equivalent, alternative arrangements for students.
- The provision should not confer an advantage to any student over other students.

A student is eligible for Special Provision in Student Programs if, at any time while studying for the VCE, he/she is adversely affected in a significant way by:

- Illness (physical or psychological)
- Any factors relating to personal environment
- Other serious cause
- An impairment or disability, including learning disabilities.

The circumstances affecting the student, does not include matters or situations of the students' own choosing, for example involvement in social or sporting activities or school events.

Students must be able to complete all work related to satisfactory completion of the outcomes of the unit. Students absent from school for prolonged periods must be able to comply with the authentication procedures to demonstrate that they have completed the work and that the work is their own.

Prolonged absence from school or study is not in itself grounds for Special Provision. However, arrangements described in this section are applicable to students experiencing severe hardship, which may have resulted in prolonged absence.

There are a number of strategies that can be put into place to make alternative arrangements to enable students to be assessed against the unit outcomes of the study design, including:

- Rescheduling an assessment task
- Allowing the student extra time to complete the task
- Setting a substitute task of the same type
- Replacing a task with a task of a different kind
- Using a planned task to assess more outcomes or aspects of outcomes than originally intended
- Using technology, aides or other special arrangements to undertake assessment tasks
- Deriving a score from other assessments or work completed by the student (in circumstances where the above provisions are not feasible or reasonable).

Students applying for Special Provision will need to obtain an ‘APPLICATION FOR SPECIAL PROVISION FOR SCHOOL-ASSESSED COURSEWORK, SCHOOL-ASSESSED TASKS AND UNIT COMPLETION’ from the Senior Sub-School Leader. This form should be completed with supporting documentation attached and returned to the Senior Sub-School Leader. A panel including the Principal and Senior Sub-School Leader will assess the application and notify the student and relevant teachers of the outcome.

Information regarding the following will be provided by individual subject teachers at the commencement of the course eg Step Up Week or Week 1 of the semester.;

- All work students need to complete for graded assessment
- How to submit work.
- Timelines and deadlines for completing work.

#### **Internal school appeal procedures**

- If students seek the need to appeal any procedures regarding the VCE, VCAL or VET courses offered at the College.
- Students, parents/guardians are asked to make an appointment with the Principal, Senior Sub-School Leader to resolve the matter.
- Students may elect to have a support person eg. Parent, staff member.

## **Student programs and changing subjects**

### **Student programs**

Before commencing VCE students are encouraged to consider their two year program to assist them in the selection of the subjects they are going to undertake. Students are expected to undertake six VCE subjects in Year 11 and five VCE subjects in Year 12.

The above program is flexible, depending on individual or special circumstances students will be permitted to undertake more or less of the expected subject load. If students wish to do so they are required to undertake an interview with both the Principal and Senior Sub-School Leader in the presence of their Parents/Guardians to discuss their position.

### **Changing subjects**

It is envisaged that student programs will ideally be determined before the commencement of the new school year. Unfortunately this is not always the case and it may be necessary that students change the subjects they had initially indicated they were going to undertake. If this is the case, students must first discuss their position with the individual subject teachers concerned and the Senior Sub-School Leader.

If a decision is made that a student will change subjects they must complete the change of subject form (see appendix 2) and return it immediately to the Senior Sub-School Leader. A copy will then be forwarded to the VASS Coordinator in order to update the student’s record on VASS.

## **Senior Program**

Support continues throughout the year with the provision of a variety of activities. Some of the activities students will be involved in include:

- Sessions around time management and organisation tips (T1, 2 or 3).
- Study Skills Info Session (T1, 2 or 3)
- Managed Individual Pathways Support MIPS (ongoing)
- GAT/mid-year examination celebration (June)
- Nominated Careers Expo for Year 11 (see Careers teacher)
- Year 12 TIS Expo (July)
- Session regarding course selection, VTAC and scholarships (Aug)
- VTAC application lodgement including Tertiary Info Session (Aug)
- Final day activities & celebrations (date to be confirmed closer to the time)
- Ongoing support from the Senior Sub-School Leader.

It is expected that students will attend all of the sessions made available to them. Many of the costs are covered or kept to a small amount to allow for all students to attend.

## **Examinations and the GAT**

An examination is any centrally set task that is externally assessed by the VCAA. This includes written, oral, electronic/digital, aural or performance tasks conducted according to the requirements of accredited study designs or assessment guide (VET studies) and undertaken under examination conditions.

Examinations are set by panels appointed by the VCAA. They include the General Achievement Test (GAT). All VCE studies have an examination. Written examinations are held in November, with the GAT being held in June. Performance examinations and oral components of LOTE examinations are held in October and November. The mathematics subjects often have two exams during the November exam period.

The VCAA determines the timing of examinations and will supply the school with an 'Examination Navigator' for each student in October. This document contains a timetable of all scheduled examinations and information regarding examination rules and equipment permitted in each examination.

### **The GAT**

The General Achievement Test (GAT) is an essential part of the VCE assessment procedures. Although GAT results do not count directly towards VCE results, they do play an important role in checking that School-assessed Tasks, School-assessed Coursework and examinations have been accurately assessed, and in the calculation of the Derived Examination Scores (DES).

The VCAA will use GAT scores in:

- The review of school assessments of School-assessed Tasks
- The statistical moderation of School-assessed Coursework
- Checking the accuracy of students scores in examinations
- Requesting authentication checks by schools for particular students' School-assessed Tasks
- The calculation of Derived Examination Scores.

**NOTE:** Universities often use the GAT as a means of selecting students to receive 'middle band' tertiary offers. All students enrolled in one or more VCE Unit 3 and 4 sequences must sit the GAT. Students whose only enrolment at Unit 3 and 4 level is in the VCE VET studies are not required to sit the GAT unless they either wish to or are completing a scored VET assessed subject. The student's Statement of Results will indicate whether the student obtained results in the GAT or had an authorized or unauthorized absence from the GAT.

A statement of the GAT results is mailed to each student with all the other VCE results. This statement will indicate the student's raw score and the students relative score calculated in the same way as a study score, with descriptive comments about the student's performance on each components. The components are:

- Written communication
- Mathematics, science and technology
- Humanities, the arts and social sciences.

Prior to the GAT, students will attend a meeting with the Sub-School Leader receiving information supplied by VCAA and have access to prior GAT papers. If students wish to access papers earlier, they can do so on the VCAA website at [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au).

### **Special Examination Arrangements**

Special Examination Arrangements may be approved to meet the needs of students who have disabilities, illnesses or other circumstances that would affect their performance in an examination.

In designing and approving Special Examination Arrangements, the VCAA is mindful of the need to balance the competing demands of providing students with the opportunity to perform at their optimum with the need to preserve the academic integrity of the assessment process.

Students are eligible for Special Examination Arrangements if it can be demonstrated that their capacity to access the examination is impaired due to:

- Severe health impairment
- Significant physical disability
- Hearing impairment
- Vision impairment
- Learning disability
- Severe language disorder.

Special Examination Arrangements may take the form of:

- Extra reading time. This will not exceed 15 minutes per examination.
- Extra writing time. This will not exceed 10 minutes per hour other than in exceptional circumstances such as for a student with a significant physical disability or severe vision impairment.
- Rest breaks. These will not exceed 10 minutes per hour other than exceptional circumstances such as bathroom procedures for the physically disabled students. If a student requests a rest break to stand and stretch or leave the room under supervision, these must be specifically requested in the school's application.
- Alternative format examination papers such as enlarged print, coloured paper, Braille and/or recorded examination papers.
- Permission to use special technological aids such as a computer or microphone for hearing impaired students.
- A reader and/or a scribe.
- A clarifier (only approved for a student with a serious hearing impairment or severe language disorder).
- Alternative examination venue, such as a separate room, home or hospital.

Applications for Special Examination Arrangements will be made available to the Senior Sub-School Leader early in the year. If students feel they are eligible, they should discuss their options with the Senior Sub-School Leader and complete a form if necessary (as soon as possible). Applications for Special Examination Arrangements can only be made by Principals (with Senior Sub-School Leader's support) for each student and must be accompanied by recent supporting medical or other specialist reports. The student is responsible for submitting a timely request to the Senior Sub-School Leader and for providing the appropriate documentation and evidence.

**NOTE:** The school can submit an 'Emergency Special Examination Arrangements' application for a student experiencing a sudden illness or accident around the examination period. Appropriate medical documentation and evidence is required to do so. In the event of an emergency application students are encouraged to contact their Senior Sub-School Leader immediately.

### **Derived Examination Score (DES)**

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

Students are only eligible for a DES for a VCE examination if:

1. They have completed the course of study leading to the examination and have a result for at least one other Graded Assessment in the same study.
2. They experience the onset of an illness or the occurrence of an injury or personal trauma within two weeks before a performance, oral or October LOTE written examination or within two weeks prior to the first written examination in the



June or October/November written examination period. Depending on the nature of the circumstances, consideration may be given to situations where the illness, injury or personal trauma has occurred prior to the two week period.

3. They experience a serious intervening event in the period two days before or on the day of the examination.
4. They provide written evidence that demonstrates that the illness, injury, personal trauma or serious intervening event has affected their performance in the examination or has prevented them from attending the examination.

Students who believe that they are eligible for a DES should first seek advice from their school. The primary responsibility for submitting an application that meets all eligibility criteria rests with the student. Final approval rests with the VCAA which will determine the student's eligibility for a DES from the supporting evidence supplied by the student.

The application form and the provision of supporting evidence is the responsibility of the student. The student must ensure that:

- He/she submits an application for each of the examinations for which they are seeking a DES
- All sections of the application required to be completed by the student are completed
- Statement from the person/s providing the independent evidence are completed
- Statements from other sources as applicable are completed
- The application is forwarded to the VCAA within seven days of the last examination for which the student seeks a DES.

In exceptional circumstances where the student does not wish to divulge their specific circumstances to the school, he/she may submit a private application directly to the VCAA. The Senior Sub-School Leader will receive the application forms for a Derived Examination Score early in the year. Students will need to see the Senior Sub-School Leader to obtain an application form either immediately before or immediately after the examination. Students are strongly encouraged to attend all examinations, despite the circumstance. There is never a guarantee that an application will be approved.

## **Victorian Certificate of Applied Learning (VCAL)**

**Aim:** The qualification aims to provide the skills, knowledge and attitudes to enable students to make informed choices regarding pathways to work and further education. Personal development, the utilisation of a student's particular interests, and pathways for senior secondary students, in the context of applied learning are the underpinning principles of the VCAL. The VCAL certificate at each level recognises completion of a senior secondary qualification and primarily prepares students for further studies at the next VCAL level, in the VCE, VET and / or employment.

Students enrol in a VCAL learning program at the level that matches their skills and abilities. Students are encouraged to meet with their Senior Sub-School Leader to discuss possible VCAL pathways.

### **Focus of and award level of training**

Foundation  Note: FE Further Education	<b>Focus</b> At Foundation level, knowledge and employability skills development is supported by a strong emphasis on literacy and numeracy skills and preparatory learning. <b>Level</b> The following components of training are recommended at Foundation Level VCAL Foundation Units VET Certificate 1 FE Certificate 1
Intermediate	<b>Focus</b> At intermediate level, knowledge and employability skills development leads to independent learning, confidence and a high level of transferable skills. <b>Level</b> The following components of training are recommended at Intermediate level VCAL Intermediate units VCE Units 1 and / or 2 VET Certificate 1, 2 FE Certificate 2
Senior	<b>Focus</b> At Senior level, knowledge and employability skills development leads to a high level of interpersonal skills, independent action and achievement of tasks that require decision making and leadership. <b>Level</b> The following components of training are recommended at Senior level. VCAL Senior units VCE Units 3&4 VET Certificate 2 and above FE Certificate 3 and above

### **Award of the VCAL**

To be awarded the VCAL, students must successfully complete a learning program designed to comply with the course requirements. Individual student eligibility can be checked on VASS when students are enrolled in the learning program. When planning the VCAL learning program, a combination of curriculum components (for example, VCAL units, VCE units, VET, FE units of competency/modules) that meet the course requirements will need to be selected.

Upon successful completion of the requirements for VCAL, students will receive a VCAL certificate and a Statement of Results. Successful completion will be certified in July or December in each enrolment year.

Additional Statements of Attainment or certificates will be provided (by RTO) for successful completion of VET or FE curriculum.

Students are awarded a certificate on a successful completion of the course requirements.

**A student's VCAL learning program must include enrolment in curriculum that can lead to the award of ten credits.** Credits must be at the award level or above that the student is enrolled in, including one literacy credit and one VCAL Personal Development Skills unit credit. The other four credits can be drawn from the same award level that the student is enrolled in, or selected from a higher or lower award level.

## **Private Study**

During the school day there are 6 periods (lessons) with a total of 30 periods a week. With Year 12 students undertaking a maximum of five VCE subjects and Year 11 students six VCE subjects, comprising of 5 periods per subject a week, the total maximum number of periods they will have to attend with face-to-face teacher contact will be up to 25 for Year 12 students and up to 30 for Year 11 students.

Students who are undertaking education by correspondence will have even less face-to-face teacher contact with an average of 20 periods a week to attend. During this time students will have private study, also known as 'spares'.

### **Study periods**

These study periods are to be used for the purpose of private study. They give students the opportunity to work on completing any work not finished in class time or work set for homework. They also allow students to prepare for future lessons and consolidate the material covered in previous lessons. Students should be using them to study material, not just do homework. Under no circumstances should a student have nothing to do in their spares.

During study periods students have access to a variety of the school's resources including the library and teachers who have preparation lessons at the same time. Students usually also have access to the library for these lessons. If students wish to find an alternate area of study it is advised that you seek assistance from your Senior Sub-School Leader. At present the Year 12 room is Room 32 due to building works.

It is expected that students will use their time wisely during their 'spares'. The time is very valuable and should not be wasted on socialising, shooting baskets or other activities that should be kept for before school, recess, lunchtime and after school.

### **Education by correspondence**

Students should be using their allocated study periods at school to complete their online/distance education. At the start of the year, once they have received their on timetable, students should allocate at least 5 of their remaining periods to complete their

subject work – the subject should be treated the same as other subjects. Students will receive their timetable regarding SACs with their materials at the beginning of the year. SACs will generally be undertaken during a student's study period, provided supervision can be arranged.

## **Year 12 room**

The Year 12 room has been established as a place for students to use during lessons where they do not have formal classes. **It is ultimately a space designed to benefit your study in your final year of school.** The time where a student does not have formal classes is still important for the student who is striving to achieve well in Year 12 which it is assumed all students are doing. **If you are not striving to do well you should be seeking advice on your training options but whilst at school, you will be treated as if you are.**

It is expected that the Year 12 room is a contributing factor in the College creating conditions that will enable students to do as well as they can in VCE. The facilities, equipment and rules of use in place for the Year 12 Room will have a direct influence on the ability of students to use the room to assist them to do well.

There will be a concerted effort to make changes to the use of the Year 12 room to meet this objective. These changes will include a set of rules that will be in place to ensure that all students have behavioural guidelines that will support positive work habits throughout the year. **This should be instigated by students who will need to have ownership over the rules and be able to self-monitor their implementation.** A formal list of Year 12 room guidelines is to be determined by the students through guided discussion with the Senior Sub-School Leader in early Feb.

**A planned layout that meets these objectives should be instigated by students who will need to monitor the use of the room and make changes as needed to improve its function as a place to support learning.**

Finally, all people who wish to work effectively require a level of supervision and accountability. There are times when a number of students are free from formal classes at the same time which carries risk of distractions and alternatives to productive use of time being found.

This is about setting the conditions for all students to do as well as possible in Year 12. If you collectively believe you are able, take initiative in establishing those conditions for your own sake. You will be provided with guidance to ensure that there is support for all students to maximise their opportunities. Important notices and information will also be placed on display in the room. Students should check this information regularly. Throughout the year the school will receive a variety of information ranging from university courses, study classes and information applicable to leaving secondary school. This information will be placed in the Year 12 room so that students have easy access to it. Any material of extreme importance will be given to each individual student, most likely during reading time. If students are late or absent during reading time they are encouraged to check with the Sub-School Leader if they have missed any information.

## **Leaving the school grounds**

In special circumstances students, particularly senior students may request to leave the school grounds during the school day. These circumstances may include doctor's appointments or attending at a venue for the purpose of school work. Students are not permitted to leave the school grounds purely to go home. Students are required to present a note explaining why the student must leave the grounds, dated and signed by a parent or guardian.

Any student who is going to leave the school grounds must report to the office with their note. Parents/guardians are required to sign students out at the office. On reporting to the office and gaining approval to leave, students must complete the sign-out register. This is an extremely important process so that the school is aware of any student that may have left the school grounds in the case of an emergency. On arrival back at school, students are to return to the office and sign back into the school on the register.

## **Vehicles**

On obtaining their licence, any student who intends to drive a vehicle to school is required to attend a meeting with either, your Senior Sub-School Leader, the Principal and/or Assistant Principal. During this meeting the school's policy on student drivers and the student's responsibilities as a driver coming to school, will be discussed. Students will also be required to sign a letter stating that they understand the policy.

Students leaving the school grounds during the school day in their vehicles are still required to gain permission as per the 'Leaving the school grounds' section above and complete the sign-out/in register.

**NOTE: Under NO circumstances is a student allowed to transport other students on a school excursion or to or from school. Specific information regarding transporting siblings is provided in the policy.**

### **Alcohol, Smoking & Drug Use**

Regardless of age, NO student is permitted to smoke, consume alcohol or other drugs on or in the close vicinity of, the school grounds. **If a student is noticeably intoxicated or found in possession of alcohol, tobacco or illicit drugs, their parent/guardians will be contacted to collect their child immediately. Both the student and the parent/guardian will be required to attend an interview before returning to school. If parents are not willing to collect their child further action will be taken and Police notified.**

# Uniform

This section outlines the school uniform policy and requirements. Students are expected to wear the correct uniform at all times. However, for Year 12 students only, wearing the school uniform is an optional process.

<b>Girls Uniform</b>	<b>Boys Uniform</b>
<b>Summer Uniform (Term 1 &amp; 4)</b> EL School check dress Short sleeve bottle green & gold polo with college logo Grey tailored shorts White socks Black or brown leather sandals or black lace up shoes Grey tailored shorts School bucket hat	<b>Summer Uniform (Term 1 &amp; 4)</b> Short sleeve bottle green & gold polo with college logo Bottle green windcheater with college emblem OR bottle green & gold polo fleece Grey shorts – no cargos, no grey track pants Black lace up shoes/boots – plain back leather runners Grey, black or plain white socks School bucket hat
<b>Winter Uniform (Term 2 &amp; 3)</b> Short sleeve bottle green & gold polo with college logo Bottle green windcheater with college emblem or bottle green & gold polo fleece Grey trousers Black lace-up shoes/boots – below ankle height & low heels White or black socks or black tights	<b>Winter Uniform (Term 2 &amp; 3)</b> Short or long sleeve bottle green & gold polo with college logo Bottle green windcheater with college emblem or bottle green & gold polo fleece Grey trousers – no cargos, no grey track pants Black lace-up shoes/boots – plain black leather runners accepted Grey, black or plain white socks

## **General Uniform**

- Students not in uniform are to report to their home group teacher before school (or reading time) to explain why uniform is not being worn. Parents of students who continually come to school out of uniform will be asked to attend an interview.
- All articles of clothing should be clearly named, preferably in more than one place.
- If there are any medical reasons why school shoes cannot be worn, a medical certificate must be produced and alternative footwear agreed upon with the school must be black.

**NOTE:** Year 12 students also have the opportunity to purchase a Year 12 top designed by the students. As Year 12 students are permitted to wear casual clothing it is required that students dress in clothing appropriate for school not the beach. Please avoid wearing thongs and remember we are a sunsmart school and need to be visibly promoting sunsmart practices.

## **Careers and University/TAFE options**

Students are first exposed in a detailed manner, to careers and university options in Year 9 & 10 with the introduction of careers lessons and MIPS (Managed Individual Pathways Support). Throughout this year they will continue to be exposed to a variety of sources and materials regarding the topics with the delivery of our Senior Program. In line with this, students have access to their Senior Sub-School Leader, the Managed Individual Pathways person and a variety of staff to discuss their future options.

The VTAC online guide outlines the majority (but not all) of the available university/TAFE courses for the following year. A copy of this guide is available online for students to access. If students wish to study in other states, they will need to research information from the relevant states. It is recommended that you seek assistance from your Senior Sub-School Leader. Students are also encouraged to make use of the internet as it is a valuable source of information with most institutions having easy to access and navigate websites.

Towards the end of July and beginning of August, most institutions will have their Open Days. A variety of material is sent out to the school and made available to students in the Careers display area or Year 12 home room. Students will also have access to a calendar which indicates when each institution will have its Open Day. This is typically distributed to students at the end of Term 2. All Year 11 & 12 students are encouraged to attend a variety of institutions. They should make sure they feel comfortable with the institutions they may wish to attend. Year 12 students will also attend a local Tertiary Information Session TIS in July.

## **Celebrations**

Completing your Year 12 is a challenging but very rewarding task. We at East Loddon P-12 College would like to recognise the efforts of our students in completing 13 years of schooling and their sometimes gruelling last year, Year 12! Throughout the year the efforts of our Year 12 students are recognised at a variety of assemblies and events. Besides the main events for the entire school, we aim to provide some special events for our Year 12 students. These include:

- GAT lunch (mid June)
- Final day celebrations (late November)
- Valedictory Dinner (late November)

Students will receive notification of each of these events and it would be great if all students could attend. We will endeavour to keep costs to a minimum.

Parents / guardians are invited to attend the final day celebrations eg morning tea and the Valedictory Dinner.

## **School policies**

The school has developed a range of policy statements. Policies are reviewed on an approximate three year rotation basis by College Council. Policy statements can be obtained from the office administration staff. This section contains some of the relevant policies for Year 11 & 12 students:

- School-assessed Coursework Policy
- Student Management Policy
- Homework Policy
- Assessment and Reporting Policy





## **EAST LODDON P-12 COLLEGE**

### **SCHOOL-ASSESSED COURSEWORK POLICY**

The following policy has been developed taking into consideration the guidelines issued by the Victorian Curriculum and Assessment Authority which are found in the VCE and VCAL Assessment Handbook. This policy is to be used in conjunction with the VCE and VCAL Assessment Handbook.

#### **Completion of School-assessed Coursework**

Most revised VCE studies have a designated set of School-assessed Coursework tasks designed in each unit to enable the student to demonstrate the achievement of an outcome. Scores will be allocated on each of these assessment tasks. SAC tasks are typically of short duration, to be completed mainly in class time and without drafting.

SAC tasks are the **first point** for a student to demonstrate achievement of an outcome. Any subsequent step is dependent on initial attempt of a SAC task.

#### **Unsatisfactory completion of a SAC**

In the event of **initial unsatisfactory completion** of an assessment task, students may have the option, at the teacher's discretion, to:

- Redo the same assessment task;
- Complete a new task as established by the teacher;
- Submit completed learning activities related to the outcome.

Satisfactory completion of one of the above items is required to enable the student to achieve an S for the outcome. The initial assessment task score **must** remain.

#### **Absence from SAC or absence prior to a SAC**

In the event of **student absence** on a designated time for assessment, or a sustained time prior to the assessment, the following procedures will apply if the student intends undertaking the assessment for contribution to their SAC mark:

- Student will need to complete an *ABSENCE FROM ASSESSMENT OR ABSENCE PRIOR TO ASSESSMENT* form (see appendix 1) detailing the reason for absence, and include appropriate documentation to be submitted to the Senior Sub-School Leader;
- The teacher and the Senior Sub-School Leader will consider the application. On approval of the application the teacher will arrange an appropriate opportunity for the student to undertake the assessment.

If the application is not approved the student can still be given opportunity to achieve the outcome using the same options detailed in the unsatisfactory completion section of this guide.

NOTE: Acceptable reasons for absence from a SAC are minimal. They may include official school business, important medical/dental appointments, illness and personal hardship.

If a student is aware they will be absent during completion of a SAC due to school business, medical/dental appointments or other special circumstances, they need to inform the classroom teacher to gain approval and arrange another suitable date to complete the assessment.

### **Extensions for a SAC**

Extension (or alternative arrangements) for assessments at Units 3 and 4 level should only be granted in relation to absence as detailed in the previous section and Consideration of Disadvantage.

### **Feedback to students**

After work is submitted and marked, teachers should provide feedback to students.

Appropriate feedback includes:

- Advice on particular problem areas
- Advice on where and how improvements can be made for further learning
- Reporting **S** or **N** decisions and/or written comments on student' performance against each outcome.

Due to the 'conditional' nature of School-assessed Coursework marks given to students and that their total scores for School-assessed Coursework may change as a result of statistical moderation, East Loddon P-12 College policy position is that teachers are **not** to supply students with a numerical mark for School-assessed Coursework completed. Teachers may give students an indication of their performance in regards to a high, medium or low but must not give a score.

### **Retention of SACs**

Upon completion and marking of School-assessed Coursework the individual subject teacher has the following options in regards to the retention of work:

- Copies of School-assessed Coursework are to be retained during the year of completion and until the end of February of the following year, approximately two weeks after student applications to dispute assessment close.
- Teachers can elect to either retain SACs or return them to students for the purpose of revision.
- Those SACs returned to students are not to contain any numbers/figures but should have comments/suggestions for improvement and an indication of strengths. SACs that were kept are to be destroyed when they are no longer to be retained

**Exam requirements:** students are required under school policy to remain in the exam until the completion of the exam (including VCAA and East Loddon internal exams).



## **EAST LODDON P-12 COLLEGE**

### **STUDENT MANAGEMENT**

#### **East Loddon P-12 College students:**

- Attend school regularly in correct College uniform, be punctual to class, with their diary, all required equipment and be prepared to learn.
- Behave in an appropriate way that respects the rights and safety of all members of the College community.
- Show respect for the property of the College, other students and staff.
- Immediately follow directions from teachers and other staff involved in school activities.
- Use information and communications technology appropriately and only bring digital cameras, mobile phones, MP3 players or electronic games to school with specific authorisation and use according to directions.
- Do not use or possess chewing gum, tobacco, alcohol or illicit drugs.

# **HOMEWORK**

## **POLICY**

### **Rationale:**

- Homework benefits students by complementing classroom learning, fostering good study habits and providing an opportunity for students to be responsible for their own learning.

### **Aims:**

- To support and extend classroom learning.
- To develop positive study habits.
- To develop a responsibility for self-learning.

### **Implementation:**

- The College's homework policy will be distributed to parents via the newsletter and website at the commencement of each school year.
- All students from Year 5 onwards will be allocated homework diaries.
- Classroom teachers will set homework appropriate to each child's skill level and age.
- Homework activities should not be seen as a chore but be interesting, challenging and where appropriate, open-ended.
- Each set task must be purposeful, meaningful and relevant to the current classroom curriculum. Drill and practice activities are to be avoided.
- All homework activities must be assessed with feedback and support provided by teachers.

### **Early Years (Prep – Year 4)**

Homework will consist mainly of:

- reading activities to, with and by parents.
- simple extension tasks associated with classroom activities.
- gathering of additional information or materials

Homework will generally not exceed 30 minutes per day and will generally not be set on weekends or during vacation periods.

### **Middle Years (Years 5 – 8)**

Homework will consist mainly of:

- independent reading on a daily basis
- tasks such as continuation of classroom work, projects and assignments, essays and research
- practising skills learned in various classes
- revising in preparation for assessments in class

Homework will generally be between 45 and 90 minutes per day, will be coordinated between teachers to avoid excessive workload, and may be set during weekends and school vacations.

### **Later Years (Year 9 – Year 12)**

Homework will consist mainly of:

- reading, research, assignments, assessments tasks and independent projects. Homework schedules will be discussed with students in each year level by the sub-school leader, with opportunities being made for parents to discuss homework issues with the school.  
Teachers of each subject will provide students with formal opportunities to build organisational and planning skills.  
Homework will generally increase from 90 minutes to 3 hours per weeknight with up to 6 hours on weekends during peak VCE periods.
- It is commonplace for teachers to assign unfinished classroom activities as homework tasks.

### **Suggested Time Guidelines for Students, Parents and Teachers**

It is important that a Student Study Plan is realistic and includes the many and varied commitments in their week (sport, part time employment, home responsibilities etc.)

<b>Year Level</b>	<b>Study per Night</b>	<b>Per Week</b>
P-2	10 - 15 minutes	1 hour
Yr 3 & 4	20 minutes	1 1/2 hours
Yr 5 & 6	30 minutes	2 1/2 hours
Yr 7 & 8	45 min - 1 hr	4-5 hours
Yr 9 & 10	1 – 1.5 hours	6 - 7 hours
Yr 11 & 12	3 hrs x 5 per week Plus Weekend study	15 hours plus

### **Parents and carers can help students with their homework by:**

- encouraging a regular daily session to examine and complete homework
- discussing key questions or suggesting resources to help with homework
- set up a family schedule to include homework, chores, work and recreational activities
- asking how homework and class work is progressing, and acknowledging success
- attending the school events, productions or displays their child is involved in
- talking to teachers about any homework problems
- checking if homework has been set
- signing the homework diary on a weekly basis
- reading texts set by teachers
- discussing their child's responses to set texts and asking to see their completed work
- linking homework and other learning activities to the families' culture, history and language.

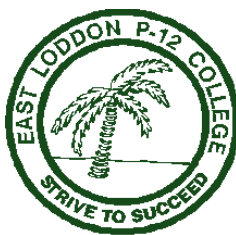
### **Teachers will help students with their homework by:**

- setting varied, challenging and meaningful tasks related to class work to suit the students' learning needs
- helping students establish a home study routine
- giving students enough time to complete homework, considering home obligations and extracurricular activities

- assessing homework and providing timely and practical feedback and support
- making effective use of homework diaries for students in Year 5 upwards
- co-ordinating the allocation of homework by different teachers at each year level
- helping students develop organisational, research and time-management skills
- ensuring parents and carers are aware of the school's homework policy
- making contact through diary, email or phone to support parents and carers becoming active partners in homework

**Evaluation:**

- This policy will be reviewed as part of the school's three-year review cycle.



## **EAST LODDON P-12 COLLEGE**

### **VCE VCAL VET ASSESSMENT AND REPORTING POLICY**

#### **Years 9-12 Assessment and Reporting- Policy and Good Practice**

**1.0 PURPOSE :** Ultimately Assessment and Reporting is conducted for the purpose of informing and planning learning to improve student learning outcomes. This policy aims to ensure

- 1.1 Valid and reliable judgements are made about student performance and progress towards achieving specified learning outcomes.
- 1.2 Regular and comprehensive feedback on student progress and performance is provided for students, parents and teachers. This will include at least two parent/teacher/student conferences and interim reports.
- 1.3 Teachers identify, assess and report what students have learnt and what they still need to learn.
- 1.4 Teachers evaluate, plan and develop curriculum in response to identified needs of all students.
- 1.5 Students are encouraged to take responsibility for their learning, set learning goals and reflect on their learning. Students will negotiate learning goals at the beginning of each year which will be monitored and modified as part of assessment and reporting procedures.

#### **2.0 GUIDELINES**

- 2.1 Student progress is assessed on a regular basis by teaching staff. Students should be assessed regularly –at least 4 times a semester to give genuine assessment, judge progress over time and allow for improvement. Infrequent assessment is not adequate.
- 2.2 Vic Curric and VCE/VCAL outcomes will be a major focus of assessment. Work habits and student participation in extra curricula activities will also be reported.
- 2.3 Students in Years 9 and 10 will be assessed against the Vic Curric standards. Standards define what students should know and be able to do at different levels of schooling. They are outcomes against which student achievement will be assessed and reported on and provide valuable information about student progress which can form the basis of future teaching and intervention.

- 2.4 Students will undertake NAPLAN and other statewide testing as required by and in accordance with Department of Education policies.
- 2.5 Teachers will maintain comprehensive and accurate records of student achievement and progress. Teachers will maintain records of assessment tasks used and student performance on those tasks. Teachers will maintain a record of what Vic Curric domains and dimensions are assessed and reported and the outcomes of each individual student.
- 2.6 Staff will enter student results on the compass system and VCE/VCAL Reports in accordance with Report guidelines.
- 2.7 VCE/VCAL assessment will be made according to VCAA/VQA guidelines and regulations.
- 2.8 All students and parents will be provided with compass reports during the term. Except Year 12 in Term 4 (depending on SAC assessment).
- 2.9 Copies records of student reports will be maintained at school

**Good Practice-as teachers we will observe and model the following good practice  
Best practice requires integration of the following assessment purposes**

- Assessment for learning-provide information on student knowledge, skills and behaviours to inform the next stage of learning
- Assessment as learning-provide feedback and opportunities for student reflection and/or self assessment to improve future learning
- Assessment of learning-provide information about what students have learnt in relation to the standards.

**3. Assessment practices reflect the full range of learning program objectives**

- 3.1 A variety of assessment methods will be used in recognition that students learn in different ways.
- 3.2 Assessment should incorporate a range of levels of thinking eg Blooms
- 3.3 Monitor student perceptions and attitudes as well as knowledge and skills
- 3.4 Teachers provide timely feedback on tasks that challenge students to review and reflect on their learning.
- 3.5 Teachers give feedback through the teaching session and on work in progress. Feedback is also provided to parents/guardians through compass, email, phone contact or during Parent/Student/Teacher interviews.
- 3.6 Structure feedback to support further learning

**The teacher makes assessment criteria explicit**

- 3.7 Provide an explicit list of learning outcomes at start of unit of work



3.8 Provide assessment criteria to students before undertaking each task

3.9 Provide criteria that distinguishes different levels of performance and allows access to appropriate VCE/VET/VCAL levels for each individual student

3.10 Provide feedback on student performance in relation to explicit criteria

**Assessment practices encourage reflection and self assessment**

3.11 Provide opportunities and assessment methods for self and peer monitoring

3.12 Discuss the learning process with students

3.13 Provide opportunities to review their prior ideas, knowledge and skills with current ideas, understandings and skills.

**The teacher uses evidence from assessment to inform planning and teaching**

3.14 Use a variety of assessment tasks, at various points in unit of work to assess understandings and inform teaching.

3.15 Monitor understandings by circulating during classwork and discussing progress with individuals.

3.16 Probing student understandings and perspectives early in the unit/learning sequence to help plan subsequent lessons.

3.17 Review understandings from previous lessons

**Exam Policy**

**The exam policy is formulated to be consistent with the above assessment policy, guidelines and practice.**

- **Please note:** in regards to internal East Loddon exams and VCAA exams students will also be required to remain in the exam for the duration of the exam.

**VCE Year 12**

- Students will complete exams in accordance with VCAA requirements

**VCE Year 11**

- Students will complete exams at end of each semester
- Exams will be form part of student assessment for grading but satisfactory completion of units will be in accordance with VCAA requirements relating to satisfactory completion of unit outcomes.
- A variety of assessment tasks should contribute to student grading and exams should not be the whole basis for grading but part of a balanced assessment using a variety of tasks consistent with VCAA requirements.

**VCAL**

- Exams will not be used. VCAL emphasises applied learning and a variety of non exam and practical tasks are used for assessment in accordance with quality assurance guidelines.
- However, VCAL students studying a VCE subject are strongly encouraged and supported to complete exams within their VCE subjects.

### **Year 10**

- Year 10 students will undertake end of semester exams in core subjects.
- Teachers wanting exams in non –core areas may use class time or if more time is needed submit request to sub school manager.
- Exams shall form part of a variety of assessment tasks and not be used to wholly or significantly determine student outcomes.
- Exams should constitute no more than 20% of total assessment for the semester
- The primary purpose of exams at this level is induction to exams at VCE level.

A report for students in Years 11 and 12 will provide comprehensive information about the following:

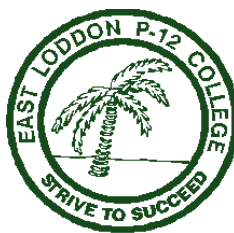
- Whether the student has met the work requirements set for the course;
- The level of achievement attained for assessment tasks;
- The strengths and weaknesses of the student;
- Recommendations about how a student can make further progress and how parents can provide them with support.

At all year levels descriptive, criteria-referenced graded assessment is the form of assessment used. Key learning areas will write down, in terms understandable to both students and their parents, the features which will distinguish the qualities of the student's work if it is to receive a particular score or percentage rating. This result will therefore correspond to a defined level of achievement.

## **Appendices**

APPENDIX 1 – Absence from assessment or absence prior to assessment

APPENDIX 2 - Change of subject form



## EAST LODDON P-12 COLLEGE

### ABSENCE FROM OR PRIOR TO SCHOOL-ASSESSED COURSEWORK

Students who miss School-assessed coursework (SAC) due to illness or personal hardship must apply for an opportunity to undertake the assessment. This form must be completed **immediately** upon return to school following an absence from a SAC.

Strict conditions apply to the granting of an opportunity to undertake the SAC.  
**Documentation to support the application is essential.**

Name: \_\_\_\_\_

Date of application: \_\_\_\_/\_\_\_\_/\_\_\_\_

Subject: \_\_\_\_\_ Unit: \_\_\_\_\_

SAC: \_\_\_\_\_

Teacher: \_\_\_\_\_

Date of absence: \_\_\_\_/\_\_\_\_/\_\_\_\_

Reason for absence:

\_\_\_\_\_  
\_\_\_\_\_  
\_\_\_\_\_

Supporting documents (Please tick the relevant box/es and attach to this form)

- ☐ Doctor's certificate  
☐ Letter from Parent/Guardian  
☐ Student declaration (only for students over 18)  
☐ Other \_\_\_\_\_ (please specify)

N.B. Reasons for absence must be for genuine illness or serious personal hardship. Acceptance of documentation from parent or other source will be at the discretion of the Senior Sub-School Leader and/or the subject teacher.

Student signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Parent/Guardian signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_

Application:

**APPROVED**

**NOT APPROVED**

Senior-Sub School Leader signature: \_\_\_\_\_ Date: \_\_\_\_/\_\_\_\_/\_\_\_\_



## VCE/VCAL/VET change of enrolment form

This form must be completed and handed to your Senior Sub-School Leader. **If this form is not completed and submitted you may receive an N in a unit you did not complete or fail to receive a result in a unit or VET certificate you did complete.** VCAA apply strict cut off dates to any changes that can be made to your enrolment. Before taking any action check with your Senior Sub-School Leader to make sure it is not too late to make your intended changes.

**Student Name:** \_\_\_\_\_

**Year Level:** \_\_\_\_\_

### VET Changes

I wish to be withdrawn from the following VET certificate:

\_\_\_\_\_

I wish to be enrolled in the following VET certificate:

\_\_\_\_\_

**VET Coordinator Signature** \_\_\_\_\_

### VCE/VCAL Changes

If you wish to be withdrawn from your entire VCE/VCAL enrolment place a tick in this box -

☐

**Or,**

I wish to be withdrawn from the following VCE/VCAL Units:

Unit Name	Unit Number - i.e. 1,2,3, or 4	Teacher

I wish to be enrolled in the following VCE/VCAL Units:

Unit Name	Unit Number - i.e. 1,2,3, or 4	Teacher

Senior Sub-School Leader Signature \_\_\_\_\_

Student Signature \_\_\_\_\_ Parent Signature \_\_\_\_\_ Date \_\_\_\_\_