

# **Years 10-12**

# **Senior Handbook**

# **2022**



**'Excellence Through Opportunity'**

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## INTRODUCTION

This handbook has been prepared to assist students, parents and teachers at Kyabram P-12 College in matters of the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL) which is relevant to Years 10-12. It is a resource aimed to reinforce our desire to be consistent in our practices, expectations and assessment guidelines.

The Victorian Curriculum Assessment Authority (VCAA) is responsible for the development, maintenance and implementation of VCE and VCAL. The information in this handbook is based largely on the 2020 VCE and VCAL Administrative Handbook, an official publication of VCAA.

It is intended that this handbook provide some details about the VCAA, the VCE and Kyabram P-12 College policies and procedures, VCE and Kyabram P -12 assessment dates as well as other important dates and terms associated with VCE studies and the Victorian Tertiary Admissions Centre (VTAC). Specific information is included about general routines as they apply to VCE students as well as answers to some questions about study skills. Information about tertiary matters is included. More detailed information about the tertiary selection process will be distributed and discussed when appropriate, during the year.

All Kyabram P-12 College VCE students, teachers and parents are urged to read this document carefully and refer to it for future reference. It is the responsibility of all parties to be aware of the policies and processes related to completing your VCE or VCAL certificates.

Proformas and procedures have been included which provide parents with the knowledge of how to deal with certain circumstances such as absences, lost work or applications to attend extra-curricular activities.

The information in this booklet is also relevant to fast-trackers completing either a Unit 1-2 sequence or a Unit 3-4 sequence a year earlier than normal.

The Victorian Certificate of Applied Learning (VCAL) is an alternative Year 11 and Year 12 certificate that emphasises preparation for work or certificate courses in TAFE or similar institutions.

## STAFF

<b>College Principal</b>	Acting - Mr Todd Woodfine (Mr Paul Tozer)
<b>Secondary Campus Principal</b>	Acting - Mrs Louise Mellington (Mr Todd Woodfine)
<b>10-12 Learning Community Leader</b>	Acting – (Ms Sonia Layton) (Mrs Louise Mellington)
<b>Year 12 Coordinator</b>	Ms Kerry Gannon/ Mr Bradley Mellington
<b>Year 11 Coordinators</b>	Ms Marion Martin
<b>Year 10 Coordinators</b>	Mr Bradley Mellington
<b>VCAL Coordinator</b>	Mr Mitchell Coombs
<b>Student Well-Being</b>	Mrs Bronwen Lolicato/ Mrs Karli Myers
<b>School Nurse</b>	Mrs Leanne James
<b>Careers Development</b>	Mrs Donna Campbell and Ms Angela Heale
<b>VET Coordinator</b>	Mrs Louise Mellington
<b>Managed Individual Pathways Coordinator</b>	Mrs Donna Campbell

## **SECTION ONE – Understanding VCE**

### **Studies and Units**

VCE studies have four units but students do not have to take all four units. Each unit lasts a semester. Units 1 and 2 are usually taken in Year 11 (can fast track one as a Year 10 student). Units 3 and 4 are attempted in Year 12 (can fast track one as a Year 11 student). While you can take Unit 1 and 2 as single units, you must take Units 3 and 4 as a sequence in the same year.

### **How do I achieve the VCE?**

To complete the VCE each student must complete at least 16 units of study. These 16 units must include:

- 3 units of English. At Kyabram P-12 College these units may be chosen from VCE English Units 1-4 or from English Language Units 1-4. Students must have a Unit 3 and 4 English sequence to pass VCE and to receive an ATAR.
- 3 sequences of Unit 3 and 4 in studies other than English (includes VET scored-assessed units)

Any number of VET units may be included in the 16 units.

Students at Kyabram P-12 College complete 10 Units in their Year 12 year. Any student wishing to only do 8 units must provide a medical certificate stating reasons or attend an interview stating reasons for the request.

Note: Only six 3 and 4 units can contribute towards the ATAR.

### **Satisfactory Completion of VCE Units**

Each VCE unit includes a set of outcomes. These outcomes must be achieved for satisfactory completion of the unit. Achievement of the Unit Outcomes is based on the teacher's assessment of the student's performance on assessment tasks designated for the Unit.

Satisfactory completion of units is determined by the school, in accordance with the Victorian Curriculum and Assessment Authority (VCAA) requirements. The decision to award an 'S' for the unit is distinct from the assessment of levels of achievement.

Schools advise the VCAA of every unit a student satisfactorily completes. At the end of each year VCAA will issue a statement of results to all students enrolled in the VCE.

- Units 1 and 2 – the statement will show a 'S' (if the unit was satisfactorily completed), or 'N' (for units that you do not satisfactorily complete). The school report will provide your level of achievement through graded assessment.
- All Unit 3 and 4 studies have both school assessment and externally assessed exams. Results provided on report for both Units 3 and 4 studies are only indications of how you are progressing. Moderation of results by the VCAA can alter the actual result.

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

A student must:

- produce work that demonstrates achievement of the outcomes
- submit work on time
- submit work that is clearly their own
- observe the VCAA and school rules.

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

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

- 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, including school attendance rules.

The 'N' result should be used for students who only partly complete work or whose attendance records breach school rules, thus making authentication of work difficult.

#### **Redeeming outcomes: submitting further work**

If, in the judgment of the teacher, work submitted by a student for the assessment of an outcome does not meet the required standard for satisfactory completion, the teacher may consider work previously submitted, provided it meets the requirements. A teacher may permit a student to submit further work to meet satisfactory completion requirements of a unit. However, students may not submit further tasks for the reconsideration of School-based Assessment scores awarded by the school.

Students usually complete work for a unit during the semester in which the unit is undertaken. The school may decide to delay the decision about satisfactory completion to allow a student to complete or submit further work.

If a student does not meet the outcomes after a second attempt, then an interview may be held with student, parent/carer, teacher and the 10-12 Learning Community Leader, to determine whether the student will be given any further attempts to redeem the outcome.

Decisions regarding redemption tasks or activities will be made by the 10-12 Learning Community Leader, in consultation with the Year Level Coordinator and the classroom teacher. When deciding whether or not redemption should be permitted, the class teacher and student manager should consider factors such as student illness, absence from class, whether set classwork and homework was completed by the student and the general attitude of the student in class.

Students who have not completed set class and/or homework will not have an automatic right of SAC redemption.

The teacher may do one or more of the following things: set a similar task, ask the student questions about the task or topic and/or check student notes and workbooks. This will normally take place when the teacher realises that the student is unlikely to gain a satisfactory result of the outcome. The marks allocated for the original submission will not be altered. In cases where the student must undertake redemption to obtain an S for that particular outcome, the class teacher should communicate this to parents.

If the student does not complete the redemption task at the agreed time, and does not supply a medical certificate, they forfeit the right to the redemption process.

An interview may be held with parent/carer and student who do not redeem outcomes in their second attempt to do so.

### **Computer work**

A student who uses a computer to produce work for assessment is responsible for ensuring:

- there is an alternative system available for producing assessable work in case of computer or printer malfunction or unavailability
- hard copies of the work in progress are produced regularly
- each time changes are made, the work is saved as a backup file, which should not be stored on the computer.

### **At Risk Students**

If a classroom teacher believes that a student is at risk of not successfully completing their VCE Units, they must inform the relevant Year Level Coordinator and the 10-12 Learning Community Leader. The teacher will also contact parent/s to inform them that their child is at risk of receiving an N for an Outcome and the Unit. **The teacher must make contact with the parent via a Compass 'at risk of VCE failure' entry.** Any incomplete work or work that is not completed will also be entered on Compass so that a record of the student's progress (or lack of progress) is kept.

### **School assessment**

There are two types of school-based assessment in VCE Units 3 and 4 studies:

1. School assessed coursework (SAC)
2. School assessed tasks (SAT)

### **School assessed coursework**

School assessed coursework (SAC) is made up of a number of assessment tasks that are specified in the study design. These assessment tasks are used to assess the unit's learning outcomes.

Typically, school assessed coursework is:

- Assessment tasks that are part of the regular teaching and learning program
- Completed mainly in class
- Completed in a limited time
- A graded assessment of Very high to UG is given

To ensure that the school's assessments of coursework are comparable throughout the state, school's coursework assessments are statistically moderated by the VCAA, using the examination results in that study.

### **School Assessed Tasks**

Some studies have school assessed tasks (SAT). These are used in studies where products and models are assessed. These studies include Art, Studio Art, Visual Communication, Product Design Wood and Food and Technology.

To ensure that school's assessments are comparable throughout the state, school's scores for school assessed tasks are moderated using the General Achievement Test (GAT), and if necessary their assessments will be reviewed by VCAA.

### **Examinations**

Written examinations are held from October 26 - November 16, 2022. Performance and oral examinations are held in October. The contribution of examinations to study scores varies across studies.

### **Study Score**

Student's overall achievements for each study are calculated and reported as a study score on a scale of 0-50. In order to qualify for a study score a student must have satisfactorily completed all learning outcomes for both units 3 and 4 of that study.

### **The General Achievement Test (GAT) – to be held Wednesday 7<sup>th</sup> September, 2022.**

**Note: The GAT is later this year as there to support the implementation of the new style of GAT.**

The General Achievement Test is a test of general knowledge and skills and will be split into two sections:

- Section A will assess literacy and numeracy skills
- Section B will assess skills in mathematics, science, technology, the arts and humanities, with an increased focus on critical and creative thinking skills

All students enrolled in one or more VCE or scored VCE VET Unit 3 and 4 sequence will be required to sit Section A and B. Senior VCAL students will sit part A.

GAT results are used by VCAA to verify student results by means of comparison with individual SAT and SAC results. GAT results are particularly important in the event of a student who is unable to sit the final exam.

The VCAA will use student's GAT scores in:



- The review of school-based assessments
- Checking the accuracy of student scores in examinations
- The calculation of derived examination scores

## **SECTION TWO – School Assessment**

### **Student observance of VCAA rules for school-based assessment**

At the beginning of each year, student’s sign a declaration that they agree to abide by and observe the rules and instructions relating to the VCE/VCAL assessment program and all matters of discipline therein).

A student must sign an authentication record for work done outside class at the time of submitting the completed task.

### **VCAA rules for School-based Assessment**

A student undertaking tests as part of School-based Assessment must comply with VCAA examination rules. In addition, the VCAA sets out rules related to authentication, which a student must observe when preparing work for assessment by the school:

A student must ensure that all unacknowledged work submitted for assessment is genuinely their own.

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.

A student must not receive undue assistance from another person in the preparation and submission of work.

Acceptable levels of assistance include:

- the incorporation of ideas or material derived from other sources (for example, by reading, viewing or note taking), but which has been transformed by the student and used in a new context
- prompting and general advice from another person or source, which leads to refinements and/or self- correction.

Unacceptable forms of assistance include:

- use of, or copying, another person’s work or other resources without acknowledgment
- corrections or improvements made or dictated by another person.

A student must not submit the same piece of work for assessment in more than one study, or more than once within a study.

A student must not knowingly assist another student in a breach of rules.

### **Investigation of school-based assessment breach of rules**

Teachers who believe that a breach of rules (including authentication rules) has occurred in a school-based assessment should report the incident in accordance with the school's policy and procedures. The 10-12 Learning Community Leader must be notified of the allegations immediately. Any matter that involves a breach of rules will be handled according to the VCAA VCE Administrative Handbook 2022.

### **School Based Assessment**

For most subjects' school-based assessment consists of school assessed coursework (SACs). For some subjects, such as Arts and Technology based subjects, school-based assessment includes School Assessed Tasks (SATs). Coursework assesses overall level of achievement on the assessment tasks as set down by the VCAA.

Assessment tasks will generally be completed in class and may include tests, essays, written reports, folios, oral presentations, case studies, media analysis and laboratory reports.

At the Units 3&4 level coursework results count towards a student's Study Score in each VCE study and ultimately towards the student's Australian Tertiary Admissions Rank (ATAR). Teachers will collect work in progress for extended school assessment tasks at the end of each lesson.

### **Reporting on Coursework and School Assessed Tasks**

Schools may provide feedback on School-based Assessment. It must be made clear to students that initial school assessment may change as a result of the statistical moderation process. This may include:

- Advice on particular problem areas
- Advice on improvement strategies
- Reporting – whether the student has gained an **S** for the outcome.
- Graded assessment for the task provided in a confidential manner.

Where the student's work demonstrates achievement of the outcome an S (satisfactory) will be awarded.

Where an outcome has not been achieved the student will receive N (not satisfactory). However, it must be stressed that in Units 3&4 these marks are not final as coursework scores are subject to Statistical Moderation by VCAA and therefore may change.

### **Attendance at School and at School Assessed Coursework Activities**

All VCE units require approximately 50 hours of class time. A student needs to attend sufficient class time to complete work. **The school sets a minimum 85% attendance rate.** A student cannot receive a N result for failing to breaching attendance requirements, However, they may receive a N result because absences have meant that class work has not been completed or class work cannot be authenticated. A minimum attendance requirement is necessary to meet authentication rules. Students who are absent from school without a medical certificate or for prolonged periods of time are in danger of failing unit/s.

When a student is absent from school for prolonged periods, or has been unable to complete all assessment tasks because of illness or other special circumstances, the school may, upon application from the student, grant Special Provision for School-based Assessment. In this case, the student should not be penalised for lack of attendance. This must go through the 10-12 Learning Community Leader. However, authentication of work needs to occur.

**Students absent from SACs must provide a medical certificate or a Statutory Declaration** (obtainable from chemist) and complete the required paperwork for their application to be considered. This must be done within three days of returning to school.

Student absence may be deemed approved by the 10-12 Learning Community Leader when documentation substantiates that the absence is due to:

- illness
- personal environment
- physical disability
- significant hardship

Absences must be supported by relevant documentation such as

- a medical certificate (or COVID notification from the Department of Health)
- other documentation including:
  - Psychologist report/letter.
  - A qualified medical practitioner's letter/report.
  - Statutory declaration from the chemist
  - Death notice

The **onus is on the student** to obtain and submit medical certificates and other documentation to support absences from school.

### **Procedures relating to absence from School Assessed Tasks**

1. The student, or a parent, must notify the school on the day of the absence.
2. Student must collect relevant form from the 10-12 Learning Community Leader **the first day of attendance following the absence.**
3. The student must return the form to the 10-12 Learning Community Leader or relevant Year Level Coordinator with any relevant documentation.
4. If the 10-12 Learning Community Leader and Year Level Coordinator determines the absence is approved then the student and the classroom teacher will be notified of this.
5. If the absence is approved then one of the following options will occur:
  - the classroom teacher will then arrange for the task/s to be completed at an alternative time
  - the student will complete an alternative task of comparable scope and demand
  - extra time may be given if the task was an ongoing one.
6. It is important the both the student and the classroom teacher inform the 10-12 Learning Community Leader or relevant year coordinator of an absence from an assessment task.
7. If the absence is not deemed to be approved then the student is not entitled to complete the assessment task. This may result in a 'N' for the unit. The task will not be awarded any marks and this is likely to have an impact on study scores for a Unit 3 and 4 subject.

With SATs, if a student is ill on the day of submission then they must arrange for the SAT to be submitted to their teacher by whatever means necessary. If the SAT is not submitted on the due date then it the grade will be based on the most recent date of authentication.

#### **Consequence for unapproved absence from school assessed coursework.**

Student will be awarded "0" (zero) towards their study score for that school assessed coursework task and a student may receive an N for the Outcome and therefore the unit.

#### **Implications of Student Absences on Assessment.**

<b>Event</b>	<b>Circumstances</b>	<b>Action</b>	<b>Responsibility</b>
Student does not present for the SAC or SAT.	Medical certificate supplied and/or Special Provision granted and/or school-based activity verified.	Student will sit the task. The work will be graded. The original task or an alternate task will be set.	Approval given by the 10-12 Learning Community Leader. Time and date to be set by classroom teacher within 14 days of approval. The student must sit the alternate time set.
Student does not present for the SAC or SAT.	No medical certificate supplied and/or no Special Provision granted.	Student will receive a mark of zero for the task. The student can be given a new time to complete a new task so that the work can be judged S or N for satisfactory completion of the outcome.	The student will be given one opportunity to complete the task at a date and time suitable for both teacher and student within 14 days of approval.
Student does not sit a section of the SAC or SAT. For example, the student is absent for one or two periods of a task.	Medical certificate supplied and/or Special Provision granted and/or school-based activity verified.	Student sits the section of the task at some other time, usually during class time if the task is still in progress. The task will be graded.	Approval given by the 10-12 Learning Community Leader. Time and date to be set by classroom teacher within 14 days of approval. The student must sit the alternate time set.
Student does not sit a section of the SAC or SAT. For example, the student is absent for one or two periods of a task.	No medical certificate supplied and/or no Special Provision granted.	The student loses the marks for this section only. The incomplete task is assessed. This may lead to an alternate task being set for the student can be judged S or N for satisfactory completion of the outcome.	Classroom teacher to mark according to the action listed.
Work is submitted for a SAC but it does not reach the word limit or is not satisfactory.	All assessment task procedures were followed.	The SAC is graded according to what has been completed. The student completes further work at the teacher's discretion to obtain an S.	Class room teacher to inform 10-12 Learning Community leader and relevant Year Level Coordinator and formulate the correct action for each instance.
A School Assessed Task (SAT) is not submitted on the due date.	Student contacts the 10-12 Learning Community Leader and special provision is granted if the student has supporting documentation and it is approved.	The SAT will be accepted and marked without penalty (unless VCAA deadlines preclude this).	Student must contact the 10-12 Learning Community Leader who will then contact the classroom teacher on the special provision provided.

A School Assessed Task (SAT) is not submitted on the due date.	Contact is not made and/or Special Provision is not granted.	The student will need to make an application to the 10-12 Learning Community Leader for the work to be submitted for assessment. It is likely the work will receive a "0", although it may be accepted for Satisfactory completion.	Classroom teacher to inform the 10-12 Learning Community Leader of student's incompleteness, who will then inform student of the consequences and provide the relevant information of the outcome to the classroom teacher.
A School Assessed Task (SAT) is not submitted on the due date prior to the Term 3 holiday period.	Special provision will not be granted under any circumstances.	The SAT will be graded on the most recent date of Authentication between the student and the teacher.	The student must ensure the SAT is submitted on the due date. The classroom teacher must report to the 10-12 Learning Community Leader if a student has not submitted the SAT by the due date

### **Moderation**

#### **Determining initial school-based assessments where there is more than one class in the school.**

Where there is more than one class in a study, teachers will engage in consultation to arrive at a school assessment. The following approaches will be used to ensure consistency in assessments when there is more than one class.

#### ***Approach 1***

- Teachers meet to discuss assessment criteria, topics and the approaches used for the task.
- Teachers grade the work from their own classes.
- Teachers swap samples and carry out blind marking.
- If necessary, teachers mark further work or reassess their own class work.
- Difficult cases are further discussed before results are entered

#### ***Approach 2***

- Samples from all classes are distributed.
- All teachers assess the same pieces of work.
- Differences in results are discussed to gain a clearer and more consistent understanding of the application of the criteria.
- When all teachers are confident they have a consistent understanding of the application of the criteria, each teacher assesses his/her own class.

### ***Approach 3***

- Teachers combine and distribute the student work among themselves for assessment.
- The results are returned to the class teacher, who reassesses all the work or the work of students who have unexpected results.
- Unusual cases are considered by all teachers concerned.

***All teachers at Kyabram P-12 College are required to moderate assessments when there are multiple classes. Raw scores cannot be supplied to students prior to moderation.***

### **Year 10 – Satisfactory Completion Requirements**

All subjects at Year 10 will be assessed as a S (satisfactory) or N (Fail) result. Students will need to satisfactorily complete all outcomes for that subject to achieve a satisfactory result.

To achieve a satisfactory completion of Year 10, students **must** pass 10 subjects out of 12 (including at least one unit of English).

Students who do not meet these requirements will not automatically be promoted to Year 11. In this case, students would attend an interview and counselling would take place to explore the student's options.

## **SECTION THREE – Guidelines for School Assessed Tasks (SATs)**

**VCAA sets down seven rules which students must observe when preparing work for School-Assessed Tasks. They are:**

1. Students must ensure that all unacknowledged work submitted is genuinely their own.
2. Students must acknowledge all resources used, including:
  - text and source material.
  - the name(s) and status of any person(s) who provided assistance and the type of assistance provided.
3. Students must not receive undue assistance from any other person in the preparation and submission of work.

Acceptable levels of assistance include:

- The incorporation of ideas or material derived from other sources (e.g. by reading, viewing or note taking) but which has been transformed by the student and used in a new context.
- Prompting and general advice from another person or source which leads to refinements and/or self- correction.

Unacceptable forms of assistance include:

- Use of, or copying of, another person's work or other resources without acknowledgment.
  - Actual corrections or improvements made or dictated by another person.
4. Students must not submit the same piece of work for assessment more than once.
  5. Students who knowingly assist other students in a breach of rules may be penalised.
  6. Students must sign the Declaration of Authenticity at the time of submitting the completed task. This declaration states that all unacknowledged work is the student's own.
  7. Students must also sign a general declaration that they will observe the rules and instructions for the VCE, and accept disciplinary provisions.



**When completing school-assessed tasks students must also:**

Produce appropriate evidence of the development of work, from planning and drafting, through to the final piece of work. This will enable the teacher to monitor and record the development of work and to be able to authenticate that the work is the student's own

Submit evidence of the development of each School-Assessed Task, for example, a draft. Written comments must have been provided by the teacher on the evidence. The evidence is to be dated and signed by the teacher and the student.

Sign the Declaration of Authenticity at the time of submitting the completed task. This declaration states that all unacknowledged work is the student's own.

Students should observe all rules relating to word limits. The word limit should include all material provided by the student which is presented for assessment. Material which is not for assessment itself but is submitted to accompany the task will not be counted. School set deadlines must be adhered to for all School assessed tasks.

## Section Five – Authentication

### Teacher Responsibilities

Teachers must satisfy themselves about the authenticity of any student work that:

- Is not typical of other work produced by the student.
- Is inconsistent with the teacher’s knowledge of the student’s ability.
- Contains unacknowledged material.
- Has not been sighted and monitored by the teacher during its development.

Teachers should not accept such work for assessment until sufficient evidence is available to show that the work is the student’s own.

Teachers must retain the original of the final version of the student’s work until notified by the 10-12 Learning Community Leader.

Teachers are required to provide feedback to students on work in progress. At least one set of comments should be in written form (refer to the Authentication Records for School-assessed Tasks form on VASS). All changes made in the various stages of development of a School-assessed Task must represent the student’s own work. It is appropriate in the developmental stages of the work for the teacher to ask questions and to offer general advice, for example, about alternative strategies. However, the teacher must not dictate or make changes that might lead to uncertainty about the student’s authorship or ownership of the work.

For Visual Communication Design, the teacher’s formal written comments should be made on only one draft of the written component of the School-assessed Task. Where written comments are made, the draft containing the teacher’s comments must be initialled and dated by the teacher and made available to the VCAA if required. There is no drafting requirement for the other School-assessed Tasks.

The following forms of teacher assistance are not appropriate:

- providing detailed advice on, corrections to, or actual reworking of, students’ drafts or productions or folios
- providing structured outlines with detailed suggestions or instructions for completing work that may constitute undue assistance
- providing or interpreting data and providing content or concepts not already mentioned by the student in draft work or in their design briefs.

### **Students' responsibilities**

The student must provide evidence that the work submitted is their own and was completed in accordance with the VCAA's requirements.

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

- Provide evidence of the development of 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.

*And may*

- Complete, under supervision, a supplementary assessment task (or test) related to the original task.
- Attend an interview to demonstrate an understanding of the work.

### **Coursework and School-Assessed Tasks – Appropriate Penalties.**

The 10-12 Learning Community Leader in consultation with the class teacher and relevant Year Level Coordinator has the power to:

- Reprimand a student, OR
- Give the student the opportunity to resubmit work if this can occur within the dates designated by the VCAA, OR
- Refuse to accept the work which infringes the rules and submit a score solely on an assessment of the remainder. The sections not accepted for assessment should be crossed out, OR
- Refuse to accept any part of the work if the infringement is judged to merit such a decision. The student should be awarded **NA**.

Where work was initially accepted for assessment and a breach of rules has been discovered after the initial assessment has been made then the 10-12 Learning Community Leader and Year Level Coordinator shall determine which of the above penalties should be imposed. This may result in a change of the original result from an **S** to an **N**.

If an **N** is awarded for an outcome then as a consequence an **N** will be awarded for the unit.

## **OUTLINE OF THE PROCESS OF AUTHENTICATION**

- Students must ensure all work submitted for assessment is their own.
- Students and staff informed of the Authentication Policy in term one of each year.
- Teachers keep a record of the development of all student work – following the Authentication procedures outlined by VCAA for their subjects
- Students to keep evidence of the development of all their work and acknowledge all material used.
- If there is a possible breach of authentication the teacher will inform the 10-12 Learning Community Leader. The procedure for suspected or possible breach of authentication will be followed.

## **SECTION SIX – General Advice**

### **Special Provision – Units 1-4**

Special Provision provides students in defined circumstances with the opportunity to participate in and complete their senior secondary studies. Although there is no limit on the period of time allowed for a student to achieve the VCE or VCAL, the provisions available seek to help a student complete the requirements in a timeframe comparable to that of their peers.

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

At the same time students granted special provision are not exempt from meeting the requirements for satisfactory completion of the VCE or VCAL, or from being assessed against the outcomes for a study. They are still required to demonstrate their achievement fairly in meeting the outcomes of the study design as well as completing School-based Assessments and VCE examinations

Similarly, the programs and assessment tasks designed for VCAL students should allow each student to successfully complete the learning program without compromising the expectations of each of the components of the program in accordance with course requirements.

The underlying principle of Special Provision is to ensure that the most appropriate, fair and reasonable arrangements and options are available for students to demonstrate their capabilities if their learning and assessment programs are affected by illness, impairment or personal circumstances. Special Provision should provide equivalent, alternative arrangements for students but not confer an advantage to any student over other students.

### **Types of Special Provision**

Special Provision is available to students completing the VCE or VCAL for both School-based Assessment and VCE examinations. Specific eligibility requirements apply for each type of Special Provision:

For School-based Assessment, the school is primarily responsible for determining eligibility and the nature of the provisions granted. Schools are encouraged to consult the VCAA if they are unsure about appropriate arrangements. The school's policies and procedures should be clearly documented and communicated to students. It is strongly recommended that schools keep records of all decisions made for each student.

For VCE examinations, the VCAA is responsible for determining eligibility and for granting approval in the form of Special Examination Arrangements and the Derived Examination Score (DES).

## Eligibility for Special Provision

Students may be eligible for Special Provision if, at any time while studying the VCE or VCAL, they are adversely affected in a significant way by:

- acute or chronic illness (physical or psychological)
- any factors relating to personal environment
- an impairment or disability, including learning disabilities.

These circumstances do not include matters or situations of the student's own choosing such as involvement in social or sporting activities or school events.

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 that may result in prolonged absence.

Students granted Special Provision must still complete all work related to satisfactory completion of the outcomes of a unit. Students absent from school for prolonged periods must still comply with the school's authentication procedures to demonstrate that they have completed the work and that the work is their own.

All special provision applications will be managed according to the criteria listed in the VCAA VCE Administrative Handbook 2018. Anybody wishing to apply for special provision must do so in accordance with the information supplied under this section and **by March 1st** to the 10-12 Learning Community Leader.

## Examinations

At Kyabram P-12 College all students are encouraged to attend and attempt the examinations to the best of their ability. If the student is unable to attend an examination it is imperative that they notify the relevant student manager as soon as possible. Where a student is eligible, an application for a Derived Examination Score (DES) for Units 3&4 subjects can be made to VCAA through the 10-12 Learning Community Leader. The examinations are conducted under VCAA Rules.

Students should be aware that no allowances are made by VCAA for students missing examinations due to misread timetables, late buses, broken down cars etc. The onus is on the student to get to all exams in a timely manner with the correct equipment, for example, calculators, pencils and pens.

# Student Driver Policy

## Rationale:

It has been common practice for students of legal driving age, with their Probationary Licence, to drive to and from school. It appears that the number of students doing this has increased considerably in recent years. This can be attributed to a number of factors including:

- increased numbers of students completing Year 12, which has led to more students of driving age being enrolled
- an increase in the number of students who travel between school and work on a regular basis
- an increase in the number of students who live independently.

It is our belief that in order to provide a safe school environment and maximum student welfare and safety, students must comply with the Department of Education and Training Student Driver Policy Guidelines regulations related to students driving vehicles to school. This can be found on the following website.

<http://www.education.vic.gov.au/Documents/school/principals/spag/safety/studentdrivergdl04.pdf>

## College Requirements:

1. Students who drive vehicles to and from school will drive safely and comply with the law.
2. Students are only to use their car for travelling to and from school. Students are not permitted under any circumstances to drive from the school grounds during the day.
3. A requirement of the Department of Education and Training is that students are not permitted under any circumstances to transport other students in private cars in connection with any school program or function whether held during normal school hours or at other times or for any private purposes during school hours. This includes driving to and from school.
4. Students who wish to park their car at the college, do so at their own risk.
5. Students are permitted to transport their sibling(s) to and from school.
6. Students are only permitted to drive their vehicle to Kyabram P-12 College once the **Student Driving to school Agreement Form** has been lodged and processed.
7. Students must park only on Fischer Street, from the hall onwards towards Breen Avenue, and not in other areas within the College grounds.
8. Car make and registration details must be recorded with the school.
9. Sanctions that will apply if students do not comply with the school policy requirements. For example, students will be required to hand their car keys into the office at the start of the school day and will collect them at the conclusion of the day or students will not be permitted to be involved in the end of year celebrations for Year 12 students.

## Reference:

<http://www.education.vic.gov.au/Documents/school/principals/spag/safety/studentdrivergdl04.pdf>



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Kyabram 3619

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F 03 5852 3878  
kyabram.p12@education.vic.gov.au  
www.kyabramp-12.vic.edu.au

## Student Driver letter and Agreement

Date.....

Dear Parent/Guardian,

### Re: Student Driving to school

I am writing to the parents of all students licensed to drive a car to inform you of the Department of Education and Training (DET) **“Student Driver Policy Guidelines.”** These guidelines have been developed to provide a safe environment for our students.

Parents and students need to be aware that:

- A requirement of the Department of Education and Training is that students are not permitted under any circumstances to transport other students in private cars in connection with any school program or function whether held during normal school hours or at other times or for any private purposes during school hours. This includes driving to and from school.
- Students are only to use their car for travelling to and from school. Students are not permitted under any circumstances to drive from the school grounds during the day.
- Students who drive cars to and from school or onto school property, must do so safely and comply with the law.
- Car make and registration details must be recorded with the school.
- Parking a car at school is at the car owner’s risk.
- We request that parents sign and return the attached “Student Agreement Form” and reinforce with students their need to drive safely and follow the DET guidelines.

### A copy of the students drivers licence is also required.

With regard to students driving their brothers or sisters to school, parents are requested to Submit the Passenger Permission Form to Mrs Louise Mellington, 7-12 Principal, detailing the reasons for the request and to inform the school of this happening.

Yours sincerely,

Louise Mellington  
Acting 7-12 Principal  
Kyabram P-12 College





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**STUDENT AGREEMENT FORM**

**STUDENT DRIVING TO SCHOOL**

I have read the above letter and understand that students are not permitted under any circumstances to transport other students in private cars in connection with any school function or program whether held during normal school hours or out of school hours. This includes driving to and from school. As a parent I have reinforced the need for my son/daughter to drive in a safe and responsible manner and to adhere to the Department Of Education and Training’s **“Student Driver Policy Guidelines” and the Kyabram P-12 College Student Driver Policy.**

Student Name .....

Student Signature.....

Date:.....

Parent Signature .....

Date:.....

Student Mobile Number .....

**Description of Vehicle**

Car registration Number : .....

Make of Car: .....

Colour of car: .....

**School Approval**

Approved by:.....

Signature: .....

Date: .....

**Note: A copy of the student licence must be attached to this agreement.**



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### Passenger Permission Form

This form must be completed by the parent/guardian of any student intending to travel to school as a passenger of a student of this school who drives a car to and from school and the parent/guardian of the student driver.

Parent Permission *(of the student passenger)*

I give approval for \_\_\_\_\_ *(student passenger's name)*

to travel with \_\_\_\_\_ *(student driver's name)*.

**We accept all conditions detailed in the School's Student Driver Policy.**

Parent/Guardian name \_\_\_\_\_

Signature of Parent/Guardian \_\_\_\_\_ Date: \_\_\_\_\_

Student Passenger name \_\_\_\_\_

Signature of Student \_\_\_\_\_ Date: \_\_\_\_\_

Parent Permission *(of the student driver)*

I give permission for \_\_\_\_\_ *(student name)* to drive to school and take  
\_\_\_\_\_ *(name of the passenger indicated on this form)*. I am aware of the

School's requirements regarding students driving to school.

Parent/Guardian name \_\_\_\_\_

Signature of Parent/Guardian \_\_\_\_\_ Date: \_\_\_\_\_

School Approval

Approved By: \_\_\_\_\_

Signature: \_\_\_\_\_ Date: \_\_\_\_\_

## GLOSSARY – Key Definitions

ATAR (Australian Tertiary Admissions Rank)	The overall ranking on a scale of 0 -100 that students receive based on their study scores. The ATAR is used by universities and TAFE institutes to select students for most courses.
Authentication	Process of ensuring that the work submitted by students for assessment is their own.
DES (Derived Exam Score)	Students can apply to the VCAA for a Derived Examination Score if their preparation for, and examination performance, is significantly affected by adverse circumstances within two weeks or so of an examination
Examinations	Units 1 and 2 usually include a semester/unit examination which does not contribute towards a student’s final study scores. Unit 3 and 4 sequences have at least one examination which directly contributes to a student’s final study scores.
GAT (General Achievement Test)	A compulsory test that is done by all students undertaking a Units 3 & 4 sequence. It is used by the VCAA to check that schools are marking School-assessed Tasks to the same standard and as part of Statistical Moderation of School-assessed Coursework. The GAT is also considered when calculating Derived Examination Scores and to determine whether examination papers should be remarked.
Outcome(s)	What a student must know and be able to do in order to satisfactorily complete a unit as specified in each subject’s VCE Study Design.
Redemption	School based process to give students an opportunity to convert an N for a particular piece of School-assessed Coursework, School-assessed Task or school-based assessments, to an S.
Satisfactory Completion	In simple terms, this means a student has passed a unit and therefore gained an ‘S’ for the unit. If a student does not satisfactorily complete a unit, they get an ‘N’. Satisfactory and unsatisfactory completion of Units 1- 4 is reported to the VCAA and included on students’ VCE Statement of Results. Satisfactory completion depends on students achieving the Learning Outcomes of a particular unit. Failure to meet the College’s deadlines for an assessment task, or attendance requirements, may mean failing a unit and/or adversely affect a student’s final study score.
SACs (School-assessed Coursework)	Tasks set and marked within VCAA guidelines by teachers to assess students’ achievement of Units 3 & 4 outcomes. Most tasks are done in class time. The scores relating to these assessments are reported to the VCAA.
SATs (School-assessed Tasks)	Units 3 & 4 school-based assessment which is part of graded assessment in Art, Design and Technology, Food & Technology, Studio Arts and Visual Communication & Design. Tasks are set by the VCAA and assessed by teachers in accordance with published criteria. Task grades are subject to review by a panel appointed by the VCAA. Failure to meet the school’s deadlines will adversely affect a student’s final mark and or mean failing a unit.
SEAS (Special Entry Access Scheme)	Students whose performance is affected by long term illness, chronic or a range of adverse circumstances or circumstances which developed during Year 11 or Year 12 and which are beyond their control, are eligible to apply for SEAS.
Semester	One half of the academic year. Most units last for one semester.
Sequence	The order in which students do units, for example, a Units 3 & 4 sequence.

Special Provision	Special Provision can be made to allow students studying a VCE unit who are experiencing significant hardship the maximum opportunity to demonstrate both what they know and what they can do. A student is eligible for Special Provision if their performance is adversely affected to a significant degree, by illness, by any factors relating to personal environment or other serious cause, or disadvantaged by a disability or impairment. Applications for special examination arrangements must be well documented.
Statement of Results	A set of documents which formally state the results a student achieved in the VCE, and whether they have graduated.
Statistical Moderation	VCAA process that involves adjusting each school's coursework scores to ensure that schools' assessments are comparable throughout the state.
Study Design	The description of the content of a study, and how students' work is to be assessed. The VCAA publishes a Study Design for each VCE study. Schools and other VCE providers must adhere to the Study Designs.
Study Score	A score from zero to 50 which shows how a student performed in a Units 3 & 4 study, relative to all other students doing that same study. It is based on school assessments and examination results for each study.
Unit(s)	The part(s) of a study. There are usually four units in a study, numbered 1, 2, 3 and 4.
VET (Vocational Education and Training)	VET certificate courses that are nationally recognised and integrated into the VCE.
VCAA (Victorian Curriculum and Assessment Authority)	A Victorian State Government authority responsible to the Minister of Education for conducting the VCE, among other things.
VCAL (Victorian Certificate of Applied Learning)	VCAL is a hands-on option for students in Years 11 and 12. <b>VCAL</b> is an accredited secondary school certificate that focuses on literacy and numeracy skills, industry-specific skills, work-related skills and personal development skills.
VCE (Victorian Certificate of Education)	The certificate that the majority of students in Victoria receive on satisfactory completion of their secondary education. The VCE provides diverse pathways to further study or training at university or TAFE and to employment.
VTAC (Victorian Tertiary Admissions Centre)	The VTAC acts on behalf of universities and TAFEs to coordinate student selection for their courses.