

	Senior Secondary Delivery and Assessment Policy	Endorsed by School Council: March 2018 Developed: March 2018
Information: 02 6076 1566 Manager: Principal	DET Schools Reference Guide: Associated Policies: Previous College Policies view "500 Curriculum", Curriculum and Framework Policy, Student Learning Outcomes, Student Engagement and Inclusion Policy, Child Safe Environment Policy Child Safe Standard 2, Senior Secondary Student Record and Results Policy	Next review: Term 4 2020 Issue No: 1.1

Rationale/Aims:

The Senior Secondary Delivery and Assessment Policy aims to support Corryong College to provide a broad range of programs for our students in the later years of their secondary education, including students with special needs to access courses. It also aims to ensure the correct administration of records and consistency for senior secondary assessment.

Implementation:

The Senior Secondary Delivery and Assessment Policy will be clearly communicated to students, parents and staff through the VCE/VCAL and Staff Handbooks.

Policy and Procedures:

SENIOR SECONDARY TEACHER GUIDELINES

VCE/VCAL/VET DELIVERY AND ASSESSMENT POLICY:

This school community accepts and promotes the idea that all students can learn and that improvement in learning requires that students and parents have as much information as possible about what students learn at school.

The responsibility for VCE/VCAL delivery and assessment is located with teachers. The Victorian Curriculum Assessment Authority ([VCAA](http://www.vcaa.vic.edu.au)) VCE/VCAL Study Design, VCAA Advice to Teachers and VCAL/VCE Handbook will be the key documents to inform design and delivery in each study.

Teachers will be appropriately supported by the school community, and engage in continuous professional development opportunities. VCE/VCAL teachers are encouraged and supported to attend annual subject conferences.

Key documents for each Unit 3 and 4 teacher will be:

- VCAA VCE Study Design.
- VCAA Advice for Teachers.
- VCAAs previous years Result Data Analysis by study, in particular results, including VASS reports 17, VASS school statistic exam criteria data.

The VCE Coordinator, Careers Coordinator, VCAL Coordinator, Assistant Principal and Principal are available throughout the year to assist and advise students and parents, regarding delivery and assessment of VCE Units. During Term 3, each student (and parent/guardian/carer if they wish) is interviewed by two of these staff members in our Course Counselling process, to choose a course and subjects for the following year.

Senior students (and parents/guardians/carers) are provided with a Senior School Handbook annually. The handbook is provided during Term 3, before the process of Course Counselling for the following year, or on enrolment. This handbook provides a clear, written Course Outline for each VCE unit that will be offered by Corryong College in the following year. The handbook outlines what is covered in each unit, as well as general information regarding

requirements to successfully attain a VCE/VCAL. Following VCAA guidelines, staff will provide students with written outlines/tasks, giving detailed information regarding work requirements, such as due dates and task parameters.

Assessment practices define what is mandated in the study design.

Student learning is best fostered by assessment that is not simply a mark or grade. At Corryong College College, feedback to students is considered important to help each student develop an understanding of their strengths and weaknesses, with a focus on what the student is achieving and where improvements can be made.

Assessment tasks will be accompanied with an assessment rubric or an explanation on how the task will be assessed. A written comment is made, or rubric demonstrating what the student achieved, accompanies any grade given for any piece of work, when the work is returned to the student.

There should be coherence between assessment procedures and teaching and learning. In each study there should be inter-relationships between the objectives of the study, its content, teaching strategies and assessment.

Assessment procedures should define and communicate educational expectations and ensure that these standards are maintained, using VCAA assessment performance descriptors. These procedures should support a wide range of learning and teaching approaches and outcomes.

The VCE Coordinator will assist with delivery planning and moderation/assessment support for teachers of all units, including past results Data Analysis sessions. When more than one class operates for any VCE unit at Corryong College Secondary College, staff will conduct moderation processes when planning and assessing work. Given Corryong College's strong VCE results over the past 12 years (including results from subjects with small numbers) the College has not partnered with another school when subjects have less than 5 students.

VCE Units 3 and 4: Assessments submitted by this school must be in accordance with VCAA guidelines to ensure they are comparable on a state wide basis as all school leavers compete for employment and entry into tertiary institutions and courses.

Record keeping: All teachers must maintain up to date and accurate records of their delivery in each unit and assessment of student work. It is particularly important to maintain accurate records of the receipt of required work. In the event of a query regarding any assessment a teacher will be required to present the relevant assessment records, including records indicating when or if required work has been received, and will need to justify the assessment. Lesson by lesson attendance is recorded on SIMS.

VCAA REQUIREMENTS FOR STUDENTS:

(A summary of this information is included in the Senior School Handbook).

Please read this document in order to understand your rights and responsibilities with regard to completing the VCE in accordance with the Victorian Curriculum and Assessment Authority (VCAA) requirements.

Satisfactory completion of the VCE

In order to be eligible for the VCE, at least 16 units must be satisfactorily completed including:

- Three units from the English group, with at least one unit at Units 3 or 4 level (or two if you require an ATAR – see note below). English units may be selected from Foundation English Units 1 and 2, English Units 1 to 4, English (EAL) Units 3 and 4, English Language Units 1 to 4, and Literature Units 1 to 4.
- At least three sequences of Units 3 and 4 studies other than English which may include any number of English sequences once the English requirement has been met.

Note: The Victorian Tertiary Admissions Centre (VTAC) advises that for the calculation of the student's Australian Tertiary Admission Rank (ATAR),

- Satisfactory completion of both Units 3 and 4 of an English sequence is required.
- For students that undertake 3 types of a study at Units 3/4, eg Further Maths, Maths Methods and Specialist Maths, only 2 can be used in the student's best 4 subjects for ATAR calculation.

Students are generally required to undertake the following:

- 12 units (six studies) in Year 11.
- 10 units (five studies) in Year 12.

Satisfactory completion of a Unit:

To satisfactorily complete a unit in any study, students must demonstrate achievement of each of the outcomes for the unit as specified in the study design and advice for teachers.

Achievement of an outcome means:

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

If all outcomes are achieved, the student is awarded S (Satisfactory) for the unit.

A student may not be granted satisfactory completion if:

- The work is not of the required standard as described in the outcomes.
- The student has failed to meet a school deadline or approved extension of time for the assessment task.
- The work cannot be authenticated.
- There has been a substantive breach of rules including school attendance rules.

The VCAA administrative handbook states that all VCE/VCAL units require a minimum of 50 hours of class time. A student needs to attend sufficient class time to complete work. At Corryong College, an 80% class attendance rate has been set to ensure sufficient class time to complete work.

Teachers will advise students about the work required to satisfy a unit at the beginning of each semester. Evidence of the completion of work will be in the form of:

- A record of work completed in class.
- A record of work completed for homework.
- The satisfactory completion of assessment tasks.

To ensure that students are aware of the difference between assessment tasks used to demonstrate the satisfactory completion of an outcome and coursework required by the teacher for the purpose of teaching and learning, students will be informed of assessments in advance. When they are to be assessed for the satisfactory completion of an outcome using a designated assessment task, students must be provided with information about the task including the date on which it will take place, the scope and duration of the task and the criteria for assessment.

Coursework tasks should not be confused with assessment tasks. They make a valuable contribution to students' learning but their completion cannot be used to pass or fail a student for a unit.

Graded Assessment:

Students demonstrate the level of their achievement of each of the outcomes in the units they are undertaking through their performance on the *School Assessed Coursework (SACs)* and *School Assessed Tasks (SATs)* designated for that unit. These tasks will be completed mainly in the classroom, in class time.

At the beginning of each unit, students will be given a schedule of SAC dates.

Units 1 and 2:

To ensure consistency of assessment in Units 1 and 2, staff will follow the VCAA Performance Descriptors and Study Design Outcomes.

Outcomes will be assessed and graded using the key knowledge and skills designated by the VCAA. In these Units, S or N results are reported to the VCAA. The college will provide students with marks and feedback appropriate to each assessment task and each outcome, including advice on where and how improvements can be made for further learning. Performance will be reported on the end-of-semester reports as High, Medium or Low (H = 70-100%, M = 50-69%, L = <50). Marks are not reported to the VCAA and are not subject to moderation.

Units 3 and 4:

Coursework assessment or *School Assessed Coursework (SAC)* describes the most commonly used form of graded assessment used to measure each student's level of achievement based on the assessment tasks designated for the unit.

This assessment will take place mainly in the classroom under teacher supervision over a specified period of class time. Coursework scores are forwarded to the VCAA and are subject to statistical moderation. Details of the moderation procedure may be found in the pamphlet *Statistical Moderation of VCE Coursework* which can be accessed on the VCAA website: www.vcaa.vic.edu.au.

S or N results for each unit will be reported on in Semester 1 school based reports; students will receive this information from the VCAA for Semester 2.

At the school level, students will be given feedback appropriate to each assessment task and each criterion including advice on where and how improvements can be made for future learning.

School Assessed Tasks (SATs) are forms of assessment which are undertaken over a longer period of time and occur in studies where students complete a product or folio, eg. Studio Arts, Visual Communication and Design, Design and Technology. During the period of the SAT teachers and students will view and document progress on the authentication template (appendix B). The scores for SATs are forwarded to the VCAA and are subject to review based on student performance on the General Achievement Test (GAT) which is held in June. The VCAA will inform students of their level of achievement on School Assessed Tasks. At the school level students will receive regular feedback throughout the duration of the task.

Please note: In some studies there are designated SACs that are not scored but are essential for determining S or N.

Attendance at assessment tasks:

A student who is absent from an assessment task should contact the school on the day of the assessment task.

Units 1 and 2:

Evidence for the reason for missing SAC is strongly encouraged to be in the form of a medical certificate or an explanatory letter from a parent/guardian/carer. A replacement SAC will then be negotiated.

Units 3 and 4:

Evidence for the reason for missing SAC **must** be in the form of a medical certificate (or other similar evidence, such as a report from a counsellor etc.) to cover the student's absence. The school may verify this documentation with the practitioner (or other party) concerned. A replacement SAC will then be negotiated.

Students who do not satisfactorily complete all the criteria for an assessment task will have an opportunity to redeem this situation after consultation with their teacher. This redemption **will not change the score** for that assessment task, but may qualify the student to earn an S for the outcome.

Completion of a replacement SAC:

In order to satisfactorily complete outcomes, students undertaking Units 1 to 4 should immediately see their teachers on return to school to be informed of the date for their replacement SACs. Students who haven't completed the missed SACs within two weeks will be referred to the VCE Coordinator.

Extension of time to complete SATs:

Students who are unable to complete a SAT by the due date must apply to the VCE Coordinator prior to the due date for an extension of time and **must provide** a medical certificate or other documentation to support their application. Extensions of up to two weeks from the original date may be granted.

Authentication of Coursework and Assessment Tasks:

In order to meet the requirements for satisfactory completion of a unit, students must submit work that is **clearly their own** and that has not been submitted for assessment in any other unit. Apart from the incorporation of appropriately referenced text and source material, no part of a student's work may be copied from any other

person's work.

A student should not accept undue assistance from any other person in the preparation and submission of work. Any material referred to in student work should be attributed to its source.

Teachers will provide opportunities throughout the unit to check and authenticate each student's work as students proceed through the completion of the assessment tasks. Students must show teachers work in progress to assist in demonstrating the authenticity of the work.

If a teacher believes that a student has submitted work which is not his or her own, or that a student is in breach of other rules relating to school assessment set by the college, the teacher will investigate the matter and submit a written report to the VCE Coordinator, who will then conduct further enquiries as deemed necessary.

The VCE Coordinator will act in an advisory capacity to the Principal, who is responsible for determining what action is to be taken.

For more information see: <http://www.vcaa.vic.edu.au/>

Computer Use:

When students use a computer to produce a work requirement or assessment task it is the student's responsibility to ensure that:

- There is an alternative system available for use in case of computer or printer malfunction or unavailability.
- Hard copies of the work in progress are produced regularly to meet drafting and authentication requirements.
- Work is saved onto a back-up file, which should not be stored with the computer. It is imperative that all work is regularly backed up onto appropriate memory devices at school and at home.
- Computer errors and problems are NOT sufficient reason for an extension of time to be given to complete a piece of assessment.

Attendance and Appeals:

Students are expected to cover all absences with written explanations from parents or with medical certificates.

Students who are persistently late for classes will have every three late arrivals recorded as an absence. This will affect their overall attendance.

Special Provision:

Where students have special circumstances reducing their ability to satisfactorily meet the requirements of their senior school program, Corryong College Secondary works with the student and their family to ensure supports are put in place to assist the student. The VCE Coordinator, VCAL Coordinator and Student Wellbeing Counsellor may all be involved in this process.

Students who experience some form of *chronic or significant hardship* during the year due to medical, physical and/or other serious reasons can apply for Special Provision. The VCAA may, depending on the nature of the hardship, allow the school to provide one or more of the following forms of support: extra time for SACs, a separate room for completion of SACs, use of a computer or use of a reader and/or scribe. These forms of support may also apply to exams.

It is imperative that significant hardships are well documented. The appropriate documentation must specify the problem, severity, treatment if any, effect on study and dates involved. Medical practitioner's or psychologist's reports must be provided by the student to support their application. Students wishing to apply for Special Provision should see the VCE Coordinator at the start of the year, or when the hardship arises.

Year 12 students completing their VCE who have experienced severe hardship due to personal, health, financial or other reasons, through the whole or part of the year should complete a SEAS (Special Entry Access Schemes) if they wish to apply for tertiary courses. Application Form at the end of the year. This form is sent to VTAC and could assist with tertiary entrance. This form will be available from the school or on the VTAC website: www.vtac.edu.au.

Satisfactory completion of Outcomes and Units:

From the VCAA handbook:

The decision about satisfactory completion of outcomes is based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. This decision is distinct from the assessment of levels of performance.

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

From the Assessment Guides:

Teachers must select assessment tasks from the designated list for each outcome published in the study design and advice for teachers. Assessment tasks should be a part of the regular teaching and learning program and should not add unduly to student workload. Assessment tasks should be completed mainly in class and within a limited timeframe.

The overall assessment program for the unit should include a variety of assessment task formats, include provision for authentication of student work and take into account the overall workload for students.

Designated assessment tasks:

A list of study specific designated assessment tasks appear in study designs and advice for teachers at the conclusion of each unit. Typically these tasks include tests, short and extended responses, reports, folios, analyses, presentations, annotated folios, summaries, a selection of exploratory works, practical activities, problem solving, etc.

As can be seen from the list above, the term 'designated assessment task' encompasses SACs and SATs, which are formal assessment tasks used to verify a student's understanding, grade student performance and prepare them for the end of year examination. It also assists with the coursework activities most teachers set as part of their day to day teaching.

How a teacher awards an S or N for a unit of work:

To satisfy an outcome, students must demonstrate satisfactory completion of all SACs/SATs and undertake sufficient coursework to demonstrate engagement with the outcome.

- **Students who have passed the SACs and/or SATs and have, on balance, satisfied the coursework requirements for an outcome will be assessed as S for that outcome.**
- **Students who have passed the SACs and/or SATs but have, on balance, not satisfied the coursework requirements for an outcome will be assessed as N for that outcome.**

Students who have passed formal assessment tasks are likely to have demonstrated engagement with the course through the knowledge and skills they have demonstrated in these tasks. Should this not be the case, students may query their results and teachers may be required to provide records of the role that the uncompleted tasks play in satisfying the outcome.

Coursework:

Coursework encompasses a range of classroom and homework activities set by the teacher to scaffold and support student learning with a view to students performing better on SACs as a result.

Coursework forms part of the evidence of completion of work to be able to satisfy the requirements of a VCE unit.

From the VCAA handbook:

All VCE units require 50 hours of class time. A student needs to attend sufficient class time to complete work. The school sets minimum class time and attendance rules. Where a student has completed work but there has been a substantive breach of attendance rules and the school therefore wishes to assign **N** to the unit, the school must assign **N** for one or more outcomes and thus the unit.

A school policy and set of procedures to cover absence from assessment tasks should be published and made available to staff, students and parents. 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 assessments. In this case, the student should not be penalised for lack of attendance. The Special Provision granted may allow a student to work from home for a period of time. The student and school should complete the application for Special Provision for School-assessed Coursework and School-assessed Tasks and the Unit Completion form and retain this at the school together with the supporting evidence.

It is expected that students with high levels of attendance who have listened to and/or participated in classroom activities, lectures and discussions, kept a fairly organised workbook and undertaken some homework tasks will easily demonstrate engagement.

Corryong College sets the class attendance rate at 80% in order for the students to be able to demonstrate engagement.

This means that if students pass each assessment task as designated in the study design and advice for teachers for a unit, provided there has been no breach of the rules, they will pass the unit.

Coursework Policy

1. Students should expect to demonstrate 50 hours of work in each study. If they attend regularly and complete the coursework in class, this requirement will be easy to demonstrate.
2. Coursework supports learning and maximises students' opportunities to achieve the best result possible. Students will keep a record of their learning in their workbooks. This record may be used to redeem an unsatisfactory assessment task.
3. Teachers will make coursework requirements explicit at the beginning of each unit and will reinforce these requirements by regularly recording coursework completion throughout the semester.
4. Coursework tasks are to be a regular part of teaching and learning. These are tasks designed to support development of knowledge and skills related to outcomes.
5. Teachers will keep accurate records of coursework requirements and achievement.
6. Students who are absent are expected to work at home to catch up.
7. Students who fall behind will be required to catch up. Year Level Coordinators will be informed of progress at VCE Meetings. Follow up by subject teachers and/or Year Level Coordinators may occur with both the student and parent/guardian/carer, as needed.
8. For students who are unwell or have other documented extenuating circumstances Special Provision can be applied for to allow extra time to complete work.
9. VCE/VCAL Meetings will be scheduled as required. All teachers of VCE/VCAL subjects are expected to attend.

Teachers Resources Statement

Teachers of senior subject will ensure that texts and resources used are accredited for the current VCAA course designs.

Satisfactory completion of the VCAL:

Depending on the level of VCAL students are wishing to achieve (Foundation, Intermediate and Senior), students must satisfactorily complete units from the 4 compulsory strands of:

- Literacy and numeracy.
- Industry Specific Skills.

- Work Related Skills.
- Personal Development Skills.

Students must be enrolled in a work placement or SBA when attempting the VCAL. Units can be completed over a year.

Satisfactory completion of Vocational Education and Training (VET):

Students can include vocational studies in their VCE or VCAL by doing nationally recognised training in a number of areas.

Students must show a satisfactory result for a set of skills that are assessed during the course of the VET program.

Corryong College offers students Hospitality, Engineering and Furnishing. These are administered through the school and auspiced Wodonga Senior Secondary College.

Definitions:

Senior School: Encompasses VCE and VCAL courses.

VCE: Victorian Certificate of Education.

VCAL: Victorian Certificate of Applied Learning.

Work placement: As part of a VCE or VCAL course, students can elect to do a work placement, to help build skills in their areas of interest, as well as being used to help with school engagement.

ATAR: Australian Tertiary Admissions Rank, the overall score given by combining all Unit 3 and 4 results.

VTAC: Victorian Tertiary Admissions Centre, responsible for all tertiary course applications (university, TAFE).

School Based Apprenticeships (SBAs): As part of a VCE or VCAL course, students can enrol in a SBA, where they do a work placement and are concurrently enrolled in a TAFE certificate, effectively beginning a trade apprenticeship while they are at school.

Assessment practices: What is valued in the school curriculum, which influences a student's motivation to learn.

School Assessed Coursework (SAC): The most commonly used form of graded assessment used to measure each student's level of achievement; an assessment task is set and can be a test, written report, presentation (oral, visual etc.), practical task, etc.

School Assessed Tasks (SATs): Forms of assessment which are undertaken over a longer period of time. SATs occur in studies where students complete a product or folio, eg. Media, Studio Arts, Visual Communication and Design, Design and Technology and Systems and Technology.

Special Provision: The ability for students with (documented and evidenced) hardships to be granted special arrangements by the VCAA. Students must apply through the VCE Coordinator.

Vocational Education and Training (VET): Nationally recognised training, which develops skills and may gain credit towards your senior school program.

Registered Training Organisations (RTOs): Official organisations that run VET programs, such as TAFEs.

SIMS: Student Information Management System

LMS: Learning Management System

Review Process:

This policy should be reviewed annually, or as needed, due to changes in regulations or circumstances.

References:

Exemplar VCE Delivery and Assessment Sample Policy:

<https://edugate.eduweb.vic.gov.au/sc/sites/SchoolReorganisation/minimumregistrationrequirements/Exemplar%20School%20Policies/Forms/AllItems.aspx>

Corryong College VCE/VCAL Handbook.

Corryong College Staff Handbook.

Where to Now VCAA publication.

VCE and VCAL Administrative Handbook 2018.

Related Policies and Documents:

Curriculum and Framework Policy.

Student Learning Outcomes.

Student Engagement and Inclusion Policy.

Child Safe Environment Policy Child Safe Standard 2.

Senior Secondary Student Record and Results Policy

<http://www.vcaa.vic.edu.au/Pages/schooladmin/handbook/2018/index.aspx>

Appendix which is related to this policy:

- **Appendix A:** Assessment and Feedback Guidelines
- **Appendix B:** Authentication Template http://www.vcaa.vic.edu.au/Documents/vce/art/SBA_Art.pdf

APPENDIX A: Assessment and Feedback Guidelines

Assessment and Feedback at Corryong College Secondary College.

All students will be given the opportunity to participate in learning activities and assessment tasks that consolidate and stretch their capabilities. Students are to complete all set work in order to improve their skills. Student will receive feedback for assessment tasks indicating where they are at and how to improve. Students are expected to meet work submission deadlines. Students will be penalised for late submission of work, all students should submit work on time and completed to the **best of their ability**. If work is not submitted on time consequences will apply (see below). Students who experience difficulty with the work can have a modified program. This must be negotiated with the Year Level Coordinator and teaching team.

Late work-Reduced score and Not Submitted (NS)



PLEASE NOTE: At Senior School levels, NS is not an option. All set work requirements MUST be submitted on time; otherwise an 'N' result is recorded, but may be redeemed, subject to VCAA regulations.

Submitting work late reduces the opportunities for feedback. For feedback to be most effective it has to be timely, relevant and constructive.

Extensions without penalty

- **Extension request**

If there are extenuating circumstances (e.g. illness, family bereavement, other) making it difficult for work to be completed by *the due date*, students and families may ask their teacher for an *extension*.

The Extension period is to be negotiated with the student and the family by the teacher. This needs to be **before** the due date.

Please contact the class teacher for an isolated incidence and the year level coordinator if the matter impacts a number of subjects.

- **Extended Absence**

If a student is absent for an extended period of time with parental permission and misses an Assessment Task, they shall receive NA (Not Assessed) and an explanation will be given in the report. The student and family must formally apply for a leave of absence, which is formally recognised by the School. ****if not formally approved a Not Submitted will be given for that task.**

Feedback from staff

Specific feedback to students in relation to Assessment tasks can vary depending on the nature of the task;

- Feedback can happen minute by minute, lesson by lesson, usually to help students modify and refine their skills along the way in order to be successful and reach expected outcomes or desired goals in the next area of work or next assessment task.
- It is expected that feedback on **Tests and Examinations** will be within a **week** of completion and students are given the opportunity to reflect upon their responses. Feedback on other types of assessment tasks (includes essays, research tasks and projects) will be within a **three week timeframe**. Feedback will include advice and suggestion to the students on areas for improvement.