

Greater Shepparton Secondary College

2021 VCE, VET & VCAL

Administration Handbook



MISSION

Together we create an inclusive learning community where we:

- Set high expectations for ourselves and others
- Build resilience and adaptability through effort and perseverance
- Challenge ourselves to achieve our personal best
- Inspire a love of learning
- Partner with parents, industry and higher education and the broader community
- Place students at the centre of our decision making and actions
- Foster a safe and supportive environment
- Promote student leadership, voice and agency
- Are proud to belong

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Vision: To develop caring, creative and curious learners who actively contribute to a better world.

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Greater Shepparton Secondary College

Senior School Team

Acting Executive Principal

Barbara O'Brien

Associate Principal – Teaching and Learning

Megan Michalaidis

Engagement and Inclusion Leader

Nick Bamford

McGuire Campus Principal

John Sciacca

Wanganui Campus Principal

Jon Neall

McGuire Campus Assistant Principals

Ian Goldrick & Anna Sloane

Wanganui Campus Assistant Principals

Amy Gallacher & Kirsten Tozer

Literacy and Numeracy Assistant Principal

Julie Jerome

VCE Leader

Felicity Cummins

VCAL/ VET Leader

Ruth O'Bree

VASS Co-ordinators:

Faye Andrew & Jake Hauwert

Key Abbreviations

VCE – Victorian Certificate of Education

VET – Vocational Education and Training

VCAL – Victorian Certificate of Applied Learning

VCAA – Victorian Curriculum and Assessment Authority

SBAT – School based apprenticeship/traineeship

SAC – School Assessed Coursework

SAT – School Assessed Tasks

Attendance Policy

Punctuality and valuing education are two important lifelong skills that Greater Shepparton Secondary College encourages all students to develop over the course of their schooling life. We ask parents and guardians to assist the College in developing these skills in students and support their child in being punctual and valuing their attendance at school.

If you are going to be absent from school, your parent/guardian must contact the College on the day that you will be absent. Parents will be notified by SMS or email if the College has not been notified of your absence. On your next day back, you must provide a signed note (to the General Office) from your parent/guardian stating the date and reason for your absence. A note from a parent does not necessarily mean an approved absence.

If you are late to school you must sign in at the Compass Kiosk at the General Office. Your parents will also need to approve your absence for earlier that day.

The Greater Shepparton Secondary College Attendance Policy provides full details of expectations in relation to students' attendance. A copy of the policy can be provided by your Learning Mentor.

Students must attend 100% of school days or have a valid reason for non-attendance, such as illness. Absences with a doctor's certificate, part day absences approved by the Sick Bay Coordinator, participation in sport, excursions and suspensions do **not** count as part of the absence days.

Sports & Excursions Policy

Across the senior school, students who have qualified for the next level in Athletics, Swimming or Cross Country, or are attending an extra-curricular excursion will be required to complete a 'Notice of Absence'. The 'Notice of Absence' will require the student to see and notify their timetabled teacher regarding their absence. The student's ability to attend the sports day or excursion will be determined by their attendance and SAC/SAT schedule. This must also be approved by the Neighbourhood and House Leader.

⇒ *Greater Shepparton Secondary College – Notice of Absence – Appendix A*

Students will be required to speak to their teacher 48 hours prior to an excursion/ sports day about attending the excursion/ event. Students will require permission from each teacher to attend the excursion/ event. This is to reduce students missing SACs, SAC preparation, students with low attendance for specific subjects, and for students who may be very behind in non-negotiable coursework.

Implications for Student Absences

| Event | Rule / Action | Effect |
|-------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Student does not sit test or class assessment task. | Medical certificate is supplied or Special Provision is granted by the Senior School Team. | Student sits at some other suitable time as arranged by the class teacher. Work will be graded, as advised by the VCE Leader and Neighbourhood/ House Leader. Alternate work task may be set. |
| | No Medical Certificate and no Special Provision granted | <p>Student sits the task at another time, as arranged by the class teacher.</p> <p>Student will receive a mark of zero for that task.</p> <p>Work will be judged to be (S) Satisfactory or (N) Not satisfactory</p> <p>Alternate work may be set.</p> |
| Student does not sit a section of the assessment task. When the assessment is entirely in class time. | Medical certificate is to be supplied or Special provision is granted by the Senior School Panel. | Student sits this section at some other suitable time. Work will be graded. An alternative section of work may be set. |
| | No Medical Certificate and no Special Provision | Student sits at some other suitable time. This section of work must be completed but will be judged to be S or N only. (Student loses just the marks for this section of the work.) |
| Work is submitted but is not satisfactory. | | Student does further work at teacher's direction in order to meet a satisfactory standard. |

Victorian Certificate of Education (VCE)

The Victorian Certificate of Education (VCE) is a senior secondary certificate of education recognised within the Australian Qualifications Framework (AQF). It is designed to be completed over a minimum of two years and includes general education curriculum components (VCE studies) and programs from Vocational Education and Training (VET) qualifications.

Each VCE study is designed to provide a two-year program. Studies are nationally and internationally benchmarked at Unit 1 and Unit 2 level to a Year 11 standard, and studies at Unit 3 and Unit 4 level are benchmarked to a Year 12 standard. Units 1 and 2 can be completed as single units and Units 3 and 4 in each study are designed to be undertaken as a sequence.

Over the two years of study, a student must satisfactorily complete a total of at least 16 units. VCE students at Greater Shepparton Secondary College are required to study 12 units (6 subjects) at Year 11 and 10 units (5 subjects) at Year 12.

Levels of achievement for Units 1 and 2 are determined by schools and not reported to the VCAA. Levels of achievement for Unit 3–4 sequences are assessed using School-based Assessment and external assessments (including examinations).

Eligibility for VCE – Minimum Requirements

The minimum requirement is satisfactory completion of 16 units, which must include:

- three units from the English group, including a Unit 3–4 sequence
- at least three sequences of Unit 3–4 studies, which can include further sequences from the English group.

Satisfactory Completion of a VCE Unit

The student will receive an S (satisfactory) for a unit if the teacher determines that the student has:

- attempted all SACS/SATS including resits
- produced work that demonstrates achievement of the outcomes
- submitted work that is clearly their own
- submitted work on time.
- followed the rules of the Victorian Curriculum and Assessment Authority (VCAA) and the school (for example, attendance or submission of work policies)

At the start of each unit, teachers will provide a clear and concise checklist of coursework students must complete to be successful in the unit. This provides guidance of what they need to complete in class/as homework to pass the coursework component of the subject (non-negotiable coursework). Additionally, teachers will enable student access to the subject specific Study Designs.

Not Satisfactory Completion of a VCE unit

The student will receive an N (not satisfactory) for the unit when one or more of the following occurs:

- 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
- the work cannot be authenticated
- there has been a substantial breach of rules, including school attendance policy
- non-negotiable coursework has not been attempted or completed.

Neighbourhood/ House Leaders and the VCE Leader must be notified of students who are not meeting the outcomes in units before this occurs to ensure support is provided to the student and parent communication is made. A letter will be sent home to notify and alert parents/guardians of the overdue work and concerns. This will also be documented on Compass.

If a student does not meet an outcome for a SAC/ SAT, notify the Neighbourhood/House Leader, VCE Leader and parent/guardian.

Not Satisfactory Completion of a VCE unit

If a student is no longer attending a unit but they have not officially withdrawn by signing a Student Exit form, the symbol J will be included on VASS.

The J result should be used if the student:

- is no longer attending class
- has not submitted work for assessment.

The J result is recorded on the VCAA database, but is not reported on the student's Statement of Results. Units with a J result are made available to the Victorian Tertiary Admissions Centre (VTAC) and are treated as equivalent to those with an N result.

Redeeming Outcome – Submitting further evidence for satisfactory completion

If, in the judgment of the teacher, work submitted by a student does not meet the required standard for satisfactory completion, the teacher may consider other work relating to outcomes undertaken and submitted by the student for the unit.

- This work may include class work, homework, resitting an assessment, additional tasks or discussions with the student that demonstrate their understanding of the outcome.
- A student may only submit further evidence, or resubmit a School-based Assessment for reconsideration, **to redeem an S for the outcome**. *Students may not resubmit to improve a School-based Assessment score.*
- If a student is unable to achieve a satisfactory level by the VASS results deadline, the students will receive a Not Satisfactory (N) for the assessment task and outcome.

⇒ *Greater Shepparton Secondary College – Redemption Process – Appendix B*

Senior School Assessment Policy – SACs and SATs

All School Assessed Coursework and School Assessed Tasks must be completed in the following conditions:

- At school in exam conditions, supervised by a teacher at all times.
- **NO** mobile phones or electronic devices are permitted. These are to be placed on teacher desk before SAC or SAT begins. This includes earphones and smart watches.
- Students are not permitted to communicate to each other during the SAC or SAT. If students are found to be communicating, they will be required to meet with the authentication panel.
- Students must attend SACs on the given date. If students are absent from a SAC, they are required to provide a medical/professional certificate in order to organise a re-sit that would ensure a numerical grade. If such documentation is not provided, the student will be required to re-sit the SAC for an S or and N and **NOT** receive a numerical grade.

⇒ *Greater Shepparton Secondary College – Notice of Missed SAC – Appendix C*

⇒ *Greater Shepparton Secondary College – Senior School Homework Class – Appendix D*

Key Requirements of the classroom teacher include:

- If a student does not meet the Outcomes of a particular Unit, they will have until the VASS result deadline to redeem the result.
- Staff must retain all SAC's until the end of the year
- If a student does not meet the minimum outcomes in a SAC, the classroom teacher will notify parents/guardians with a new date and time of the resit. If the student fails to attend, they receive an N. If a student does not meet the outcomes, the VCE Leader, Neighbourhood leader and House Leaders will be notified and a parent/guardian meeting will be held to discuss the matter.

- Parents/ guardians will be contacted by the subject teacher if a student does not meet an outcome/unit.
- Due to Statistical Moderation SAC marks will not be given to students, the teacher will provide students with a score range. For example, instead of 23 Unit 3&4 subjects will be given a range between 20-25, not the exact score and Unit 1&2 subjects will receive a letter grade.

VCAA Rules for School-Assessed Coursework and School-Assessed Tasks

The VCAA sets down seven rules that a student must observe when preparing work for assessment by the school. 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 another 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
 - 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 for work done 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 accept its disciplinary provisions.

VCAA Authentication Policy

The VCAA authentication rules state that:

- a student must ensure that all unacknowledged work submitted for assessment is their own.
- a student must acknowledge all resources used, including:
 - texts, websites and other source material
 - the name and status of any person 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 have 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 acknowledgement
 - 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 circulate or publish written work that is being submitted for assessment in a study in the academic year of enrolment.
- a student must not knowingly assist another student in a breach of rules.
- Students must sign an authentication record for work done outside class when they submit the completed task.

There are two forms of school-based assessments for Units 3 & 4:

- *School-assessed Coursework (SACs)* – assesses each student's level of achievement and is used in all VCE Units.
- *School-assessed Tasks (SATs)* – assesses specific sets of practical skills and knowledge (Art, Computing, Studio Arts, Product Design & Technology and Systems Engineering)

If a student misses a SAC, the office and Neighbourhood and House Leader must be notified when the attendance roll has been taken at the beginning of the period.

Please send an email to the front office (include the senior school in this email, VCE leader and the Neighbourhood and House Leader). This email should identify the student absent, the SAC/SAT they have missed, and confirm that contact home has been made to explain that this student will need a medical certificate for being absent.

Authentication Panel

Students must sit before the Authentication Panel if a classroom teacher has formed a reasonable belief that a student has undertaken misconduct within a SAC (scored assessed coursework) or if the student is not meeting the outcomes within a Unit (e.g. attendance).

The Authentication Panel will consist of the following delegates:

- Unit 1 & 2: Assistant Principal – Teaching and Learning, VCE Leader, Neighbourhood Leader, Subject teacher.
- Unit 3 & 4: Assistant Principal – Teaching and Learning, VCE Leader, Neighbourhood Leader, Subject teacher.

⇒ *Greater Shepparton Secondary College - Authentication Panel: Student Agreement – Appendix E*

Students who you believe to have undertaken misconduct during a SAC or who are not meeting outcome requirements must be reported to the Teaching and Learning Assistant Principal and VCE Leader immediately.

Misconduct involves:

- Using phone/ electronic device during a SAC (including wearing earphones and smart watches).
- Photocopying another students' approved SAC support sheet. All cheat sheets should be authenticated prior to the SAC being undertaken.
- Communicating with other students what will be on the SAC (when timetabling does not allow for SAC's to take place at the same time for multiple classes).
- Taking unapproved notes into a SAC.
- Submitting work that is not the student's original material or the original source has not been acknowledged.

Feedback to Students

After assessment tasks are submitted and marked, teachers should provide feedback to students via compass. Appropriate feedback includes:

- advising on particular problem areas
- advising on where and how improvements can be made for further learning
- reporting S or N decisions and/or written comments on students' performance against each outcome.
- Teachers will provide a 'range' mark for students results and not the exact mark due to statistical moderation.

Students completing a **Unit 1, 2, 3 & 4 VCE subject** will receive the follow grade range:

| Very Low | Low | Medium | High | Very High |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|---------------------------------------|
| Range score is Unit & AOS specific | Range score is Unit & AOS specific | Range score is Unit & AOS specific | Range score is Unit & AOS specific | Range score is Unit & AOS specific |
| Allocation of numerical ranges (if applicable) has to be evenly distributed across the descriptors. | | | | |
| Students will also receive a current indication of competency of completing the Outcome being assessed in a 'Satisfactory' (S) or 'Not Satisfactory' (N) form. | | | | |

Using a feedback document which include the ranges, key knowledge/skills covered and a rubric, is a great way to document students' scores and provide feedback. Students can collect this document and use this information to inform their future revision and study habits.

Rescheduling a SAC or SAT

When rescheduling a SAC or SAT due to medical and unforeseen circumstances the following procedure must be followed within three days following their return to school:

1. Student takes their medical certificate (or other professional documentation) to the Attendance officer in the Office so that their absence can be approved.
2. Student meets with the classroom teacher to organise an official date to complete the SAC or SAT.
3. Teacher generates a 'Reschedule a SAT/SAC' chronicle on Compass – make sure that to select the student's neighbourhood in the template.
***This will be organised to between the student and teacher for a Tuesday or Thursday afternoon between 3:30-4:40pm.**
Note: the classroom teacher will supervise the rescheduled SAC in lieu of attending their regular meeting on either the Tuesday or Thursday. If a staff member is unable to supervise the reschedule due to being part-time or other role commitments, please contact your VCE leader.
4. Teacher and student fill in chronicle deciding on the Date, Time and Location of the resit. This chronicle will generate a Compass event that will need approval from the student's parent/guardian to signify that they have seen the rescheduled arrangements and agree to organise alternative transport for the student.
5. This chronicle will notify the Neighbourhood leader of the reschedule and will also need approval from the attendance officer to indicate if it was an approved absence.
6. Attend SAC or SAT.
7. If a student is absent from the rescheduled SAC or SAT, they are required to provide a medical/professional certificate in order to organise a re-sit that would ensure a numerical grade. If such documentation is not provided, the student will be required to re-sit the SAC for an S or and N and **NOT** receive a numerical grade.

⇒ *Greater Shepparton Secondary College - Application for Special Provisions - Appendix F*

Exams & External Assessments for Units 3 & 4

- All material concerning Year 10, 11 & 12 Exams will be distributed prior to the examination period.
- Dates for the VCE examination period are published on the VCAA website.
- All Year 12 VCE & Scored 2nd Year VET students are to sit the VCAA exams unless the College receives written parental consent prior to the exam.

VCAA Examination Rules:

- Students are required to observe the VCAA rules for the conduct of VCE external assessments that are conducted by or on behalf of the VCAA, as well as the day-to-day rules of the institution hosting the external assessment.
- VCAA rules shall apply with appropriate and reasonable modifications for students who have disabilities or other impairments.

- The rules are available on the VCAA website and are included in the *VCE Examinations Manual* and relevant publications for students, such as the GAT brochure and *VCE Exams Navigator*. The VCE Leader will outline and explain the rules prior to the exam period.

Student Identification Requirements for VCE External Assessments

- Students must identify themselves by writing their VCAA student number on the response materials used for VCE written examinations. Student numbers are provided to students by the VCAA through their home school's access to VASS. Students undertaking the oral component of the VCE Languages examination will be required to identify themselves by stating, in English, their student number.
- Students completing a VCE written examination at a location other than their home school may also be required to provide personal identification before entering their examination.

Special Provisions

If students believe that their performance in an assessment task or SAC/SAT has been adversely affected by external factors outside their control, for example illness, death of a family member etc., then they should see the VCE Coordinator, Neighbourhood/ House Leader to request that Special Provision be sought for completion of SAC's/ SAT's, marking of SAC's/SAT's and any extra special arrangements that may be given.

Teachers will be notified in writing of this occurrence and be given direction on what sort of Special Provision may be required and how best to support the student.

Students will be required to complete the 'Application for Special Provisions'.

⇒ *Greater Shepparton Secondary College - Application for Special Provisions - Appendix F*

There are four forms of Special Provisions and in each case, there is specific eligibility requirements that apply:

| Special Provision Category | Eligibility Requirements |
|---------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| 1. Curriculum delivery and student programs | <ul style="list-style-type: none">• Significantly adversely affected by illness (physical or psychological), by any factors relating to personal environment or by other serious cause.• Disadvantaged by a disability or impairment including learning disabilities. |
| 2. School based assessment | <ul style="list-style-type: none">• Illness – acute and chronic.• Impairment – long term.• Personal circumstances. |
| 3. Special Examination Arrangements | <ul style="list-style-type: none">• Accident or sudden onset of illness.• Personal circumstances.• Long term impairment. |

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| 4. Derived Examination Score | <ul style="list-style-type: none">• Illness, personal trauma or other circumstances occurring <i>immediately before</i> or during an examination period.• <i>Immediately before</i> refers to the two-week period prior to a performance, oral or October LOTE written examination or the first written examination in the June or November examination period. |
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Derived Exam Score – Applications

Students undertaking a Unit 3/4 subject who suffer trauma, illness, personal loss etc. in the two weeks prior to the commencement of, or during the October/ November examination period can apply for a derived exam score. Students must notify the VCE Coordinator or Neighbourhood/House Leader for an application form to apply. Students will be heavily supported by the College with all applications.

Please note that the student, treating Medical Practitioner, Principal and Transition & VCE Coordinator must complete this application prior to it being lodged, up to two days prior to each exam and up to one day after each exam. See your VCE Coordinator or Neighbourhood/House Leader for more information.

It is highly recommended by VCAA that the student still completes the exam unless they are physically incapable of doing so.

Victorian Certificate of Applied Learning (VCAL)

The Victorian Certificate of Applied Learning (VCAL) is a senior secondary certificate of education recognised within the Australian Qualifications Framework (AQF). VCAL can include components of accredited Vocational Education and Training (VET) and Further Education (FE) qualifications from within the AQF, and VCE studies.

VET training is a compulsory requirement for completion of VCAL certificates at Intermediate and Senior level. The VCAL is accredited and issued at three award levels. Each has a Victorian Registration and Qualifications Authority (VRQA) State Register code.

There are three levels in the VCAL: Foundation, Intermediate and Senior.

- At Foundation level, knowledge and employability skills development is supported by a strong emphasis on literacy and numeracy skills and preparatory learning.
- At Intermediate level, knowledge and employability skills development leads to independent learning, confidence and a high level of transferable skills.
- 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.

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| Foundation | At Foundation level, knowledge and employability skills development is supported by a strong emphasis on literacy and numeracy skills and preparatory learning, and may include: <ul style="list-style-type: none">• VCAL Foundation units• VCE Units 1 and/or 2• Vocational Education and Training (VET) and/or Further Education courses or Certificate I |
| Intermediate | At Intermediate level, knowledge and employability skills development leads to independent learning, confidence and a high level of transferable skills, and may include: <ul style="list-style-type: none">• VCAL Intermediate units• VCE Units 1 and/or 2• Vocational Education and Training Certificates I and II• Further Education Certificates |

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| Senior | <p>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, and may include:</p> <ul style="list-style-type: none">• VCAL Senior units• VCE Units 3 and/or 4• Vocational Education and Training Certificates II and III• Further Education Certificates III |
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At Greater Shepparton Secondary College we want all VCAL students to achieve a Senior Certificate as this provides a significantly broader range of pathways for students. To be able to achieve this, all VCAL Year 11 and 12 students need to:

- Attend all sessions on time and be prepared to learn.
- Actively participate in all classes, projects and activities.
- Complete satisfactory standards of work each year in the four school-based strands of learning: Literacy Skills, Numeracy Skills, Work Related Skills and Personal Development Skills (Project Based Learning).
- Satisfactorily complete their VET or SBAT program.

All VCAL coursework needs to be completed in class under supervision of the classroom teacher. As VCAL is a competency-based assessment, students need to demonstrate competency for each learning outcome **three** times. VCAL provides opportunities for ongoing assessment. This means that students can continue to submit coursework and assessment tasks until they demonstrate the competency.

Given that the focus of VCAL is Applied Learning, many of the Learning Outcomes are able to be achieved through participation in, and contribution to, projects and community activities. Attendance is therefore essential as it enables students with the opportunities to successfully achieve their Outcomes and be assessed.

Satisfactory Completion of VCAL units

A student will receive an S (satisfactory achievement) for all VCAL units when they have demonstrated achievement in all learning outcomes for the Victorian Certificate of Applied Learning (VCAL) unit.

- To be credited with satisfactory unit results, students must demonstrate achievement in all learning outcomes in that unit. The curriculum components in a VCAL learning program must be assessed in accordance with the requirements and guidelines outlined in the curriculum documents for the units of competency delivered in the learning program.
- The VCAL provider coordinates the assessment and collection of results for all curriculum components within the VCAL learning program. Students will receive an S or N (not yet completed) result for each VCAL unit.
- Flexible assessment methods should be used to allow students to demonstrate the successful completion of learning outcomes without disadvantage. Students should

be observed demonstrating competence on more than one occasion and, wherever possible, in a range of contexts to make sure the assessment is consistent, reliable, fair and equitable.

VCAL Course Requirements

- Successful completion of a minimum of 10 units at the appropriate level.
- One unit is awarded on successful completion of 100 hours of curriculum.
- Completion of units of curriculum must include a minimum of two VCAL units, plus one literacy and one numeracy unit.
- Curriculum must cover all four VCAL Curriculum strands.

Not Satisfactory Completion of VCAL units

Students who are not meeting the attendance and/or Greater Shepparton Secondary College VCAL program expectations and coursework standards will meet with their VCAL teacher, Neighbourhood and House Leader and VCAL Leader to discuss VCAL expectations and strategies to support students in meeting the requirements and expectations needed to complete the VCAL studies to a satisfactory level.

Eligibility – VCAL Course Requirements

Students must pass outcomes from the five strands:

- Literacy
- Numeracy
- Work Related Skills
- Personal Development Skills
- Industry Specific Skills

VCE and VCAL Statement of Results

The VCAA issues a Statement of Results at the end of the calendar year to all students enrolled in VCE or VCAL units.

VCE Statement of Results

For VCE students the Statement of Results contains:

- A cumulative record of achievement for all VCE and VCE VET units undertaken and the year in which the result was obtained.
- Graded assessments and a Study Score for each sequence of Units 3 & 4 undertaken in either the current year or earlier.
- Whether the student has qualified for the VCE.

VCAL Statement of Results

For VCAL students the Statement of Results contains:

- A cumulative record for all VCE units, VCAL units and VET units of competence/modules undertaken and the year in which the result was obtained.
- Graded Assessments and a Study Score for each sequence of VCE Unit 3 & 4 undertaken either in the current year or earlier.
- Whether the student has qualified for the VCAL.

Vocational Education and Training (VET)

Recognition of Vocational Education and Training (VET) and Further Education (FE) within the Victorian Certificate of Education (VCE) and Victorian Certificate of Applied Learning (VCAL) ensures that students who complete all or part of a nationally recognised VET or FE qualification may receive credit towards satisfactory completion of the VCE or VCAL. Students would typically undertake training at Certificate II or III level.

- Students who are currently completing VCAL are required to complete a VET course at either Greater Shepparton Secondary College or GOTAFE.
- VCE/VET units make a contribution towards satisfactory completion of the VCE only if no significant duplication exists between a VCE/VET program and VCE studies or other VCE/VET programs.

If any student is at risk of falling behind and not meeting outcomes, please speak to the VCE or VCAL Leader and to ensure support is put in place to assist the student.

Satisfactory VET Unit Competency Result

- Students will receive an S for a unit of competency if they have demonstrated competence as assessed by their registered training organisation (RTO).
- Satisfactory completion of VCE VET units is calculated automatically as students satisfactorily complete units of competency.
- Students are responsible for making themselves aware of how their VET course contributes to a VCE program. VET providers can give you this information.

Not Yet Satisfactory VET Unit Competency Result

- Students will receive an NYC (not yet competent) result for a unit of competency if they have not yet demonstrated competence.
- This may be as a consequence of not completing the unit or not being able to demonstrate competence as required by the unit of competency.
- If a student has not satisfied sufficient units of competency to the nominated hour value to be awarded satisfactory completion of a VCE VET unit, the result will be left blank.

General Achievement Test (GAT)

General Achievement Test will be on Wednesday June 9th from 10am - 1.15pm

All students enrolled in one or more Victorian Certificate of Education (VCE) Unit 3–4 sequences or VCE VET scored Unit 3–4 sequences, including Victorian Certificate of Applied Learning (VCAL) students, are expected to sit the General Achievement Test (GAT). Students who are enrolled in a VCAL program in 2021 that includes any VCE Unit 3–4 sequences or VCE VET scored Unit 3–4 sequences are required to sit the GAT.

The components of the GAT are:

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

Purpose:

The GAT is an essential part of the VCE assessment procedure. Although GAT results do not count directly towards VCE results, they play an important role in checking that School-based Assessments and external assessments have been accurately assessed. GAT results are used in the calculation of the Derived Examination Score (DES). The Victorian Curriculum and Assessment Authority (VCAA) also uses GAT scores in:

- the statistical moderation of School-based Assessments
- checking the accuracy of student scores in external assessments
- the calculation of a DES.

Private Study Expectations

All Year 11 and 12 Private Study sessions will be held in the Senior Study Centre or allocated rooms where there will be a teacher on duty and a roll marked.

STUDENT ATTENDANCE

- All Year 11/12 students without a scheduled class must report to Senior Study Centre for private study at the commencement of any session where the roll will be marked by the timetabled supervisor.
- Students are not permitted to leave the college during private study without permission from their Neighbourhood/ House Leader.
- Year 12 students will not make arrangements with the private study supervisor to use other College facilities.
- If students do not get marked on the roll they will be recorded as absent.

STUDENT EXPECTATIONS

- Students must adhere to the Student Code of Conduct and thus not interfere with the learning of other students.
- Normal class time rules apply to private study.
- Students are to remain in the Senior Study Centre for the entire session unless other formal arrangements are made.
- If leaving the Senior Study Centre, students are to sign out using the sheet on the supervisor's desk.
- Students are to bring appropriate work for private session.
- Tables **should not** be placed together unless permission is given by the supervising teacher. This will only occur in the quiet work area.
- Use time productively to revise, study and complete coursework
- No mobile phones or devices are to be used
- Students are only permitted to leave the room to go to the library or to see a teacher, but they first must wait for the roll to be marked and then get a note in their planner from the teacher enabling them to leave. This also must be signed by the teacher they are visiting
- No food or drink will be allowed in the room during class time, only bottled water

AT THE END OF EACH SESSION

- Students must ensure that rubbish on floor/tables is cleaned up and seats are under the tables.

- Students in private study during the last session of the day are to put chairs up on the tables and ensure that computers are shut down.

OFFSITE PRIVATE STUDY ARRANGEMENTS

- Students can apply for special arrangements for private study to be conducted off site.
- This will be assessed on a case-by-case basis and will require parent/guardian application and agreement of active parental supervision at home.
- If the school has reasonable belief that a student is not adhering to the conditions of offsite private study, then the approval may be revoked thereby impacting the student's overall attendance.

Driving to School

During the year many students will gain their probationary licences. The Department of Education and Training (DET) have specific rules governing students' use of their vehicles whilst attending school. The rules specified by the DET vary from those of the state government.

The DET rules are as follows, "Students are not permitted under any circumstance (except in accordance with an approved pre-licence, driver education program, see 4.4.5.5 Traffic safety education) to transport other students in private cars in connection with any school program or function whether held in school hours or at other times."

Parents may allow students to transport siblings to school, but it must be emphasised that other students must not be transported at any time. Nor should they use their cars to leave during the school day.

Students are not permitted to drive to school until completing the:

⇒ *Greater Shepparton Secondary College – Driving to School Application – Appendix G*

Important Dates 2021

| | | |
|---------------|--------------------------------------------------------------------------------------------|--------------------------------------------------|
| TERM 1 | Year 7, 9 and 12 students commence | Thursday, 28th January |
| | Year 8, 10 and 11 students Commence | Friday, 29st January |
| | Labour Day (Public Holiday) | Monday, 8th March |
| | Students' last day for Term 1 | Thursday, 1st April |
| | | |
| TERM 2 | Students Commence | Monday, 19th April |
| | Queen's Birthday (Public Holiday) | Monday, 14th June |
| | General Achievement Test (GAT) | Wednesday 9th June (10:00am to 1:15pm) |
| | Students' last day for Term 2 | Friday, 25th June |
| | | |
| TERM 3 | Students Commence | Monday, 12th July |
| | Students' last day for Term 3 | Friday, 17th September |
| | | |
| TERM 4 | Students Commence | Monday, 4th October |
| | Performance and Languages oral examinations and Extended Investigation: Oral presentations | Monday 4th October – Sunday 31st October |
| | Language Written Exams | Tuesday 19th October |
| | Auslan Exam | Wednesday 20th October |
| | Written Examinations | Wednesday 27th October – Wednesday 17th November |
| | Melbourne Cup Day (Public Holiday) | Tuesday, 2nd November |
| | Students' last day for Term 4 | Friday, 17th December |

Appendix

Greater Shepparton Secondary College – Notice of Absence – Appendix A

Greater Shepparton Secondary College – Redemption Process – Appendix B

Greater Shepparton Secondary College – Notice of Missed SAC – Appendix C

Greater Shepparton Secondary College – Senior School Homework Class – Appendix D

Greater Shepparton Secondary College - Authentication Panel: Student Agreement – Appendix E

Greater Shepparton Secondary College - Application for Special Provisions - Appendix F

Greater Shepparton Secondary College – Driving to School Application – Appendix G

Appendix A – NOTICE OF ABSENCE – Sports and Excursions

POLICY STATEMENT

Our school is committed to providing a safe and caring environment and culture, which enables positive relationships to be formed amongst all students and staff, and which encourages self-esteem, cooperation, personal growth and a positive attitude to learning and teaching. A clear policy on additional sporting days and events will inform the school and wider community that **Greater Shepparton Secondary College puts the education of its students first.**

Aims:

- To reinforce within the school community that the education of students is a priority over sporting days.
- To seek parental and peer-group support and co-operation at all times.

GUIDELINES

A senior school-wide approach will be taken to ensure that students place the educational opportunities above additional sporting days in a consistent way.

All senior students and staff will be informed of the Sporting Events and Excursions Policy at the commencement of their time at the school and before each additional sporting event.

Students will only be given the opportunity to participate in additional sporting days if they have participated in the original sport day and were successful in gaining a placement to the next level.

This form will need to be returned 48 hours prior to the sporting event or excursion

VCE, VCAL/VET and Neighbourhood Leaders will need to give final approval for the student to attend additional sporting days.

*Please note that Senior Students (10-12) will only be allowed to participate in **one** Winter Sports Event and **one** Summer Sports Event each year.*

Greater Shepparton Secondary College

Notice of a pending absence from timetabled classes because of a school event.

It is your responsibility to have this form filled in by **all** of your teachers who will be affected by your proposed absence **and signed off by the VCE or VCAL/VET Leader.**

Students will only be given the opportunity to participate in additional sporting days if they have participated in the original sport day and were successful in gaining a placement to the next level.

Student Name _____

Date of proposed activity _____

Reason for absence _____

VCE or VCAL/VET Leader Signature _____

Neighbourhood Leader Signature _____

Classes affected:

| Period | Subject | Teacher | Permission granted Yes/No | Notes |
|--------|---------|---------|---------------------------------|-------|
| 1 | | | | |
| 2 | | | | |

| | | | | |
|---|--|--|--|--|
| 3 | | | | |
| 4 | | | | |

Appendix B – REDEMPTION PROCESS

Redemption Contract

This Redemption Process will occur during the Authentication Panel. After a student has failed to meet the prescribed requirements as directed by the teacher based on the Specific VCAA Study Design, they will be required to meet with the Authentication Panel within 1 week of been notified of the fail. This will be stage 2 of the of the VCE Redemption Process regarding the completion of an Outcome.

The **Task Information** is to be completed by the Subject Teacher, including the specific details how/when the Outcome task will be redeemed in the Authentication Panel meeting.

The **Receipt of Submission** is to be completed by the VCE Leader when the task has been submitted.

All elements of the contract must be completed before the Outcome Task can be submitted.

Task Information:

| | |
|-------------------------------|--|
| Student Name: | |
| Neighbourhood Leader: | |
| Authentication Panel Members: | |
| Subject: | |
| Outcome: | |
| Task Details: | |
| Agreed Submission: | |
| Date: | |
| Student Signature: | |
| VCE Leader Signature: | |
| Date: | |

Receipt of Submission:

| | |
|-----------------------|--|
| Date Submitted: | |
| Signature Student: | |
| Signature VCE Leader: | |
| Entered on COMPASS: | |

VCE Redemption Process

VCAA Redeeming Outcomes:

If, in the judgment of the teacher, work submitted by a student does not meet the required standard for satisfactory completion, the teacher may consider other work relating to outcomes undertaken and submitted by the student for the unit. This work may include class work, homework, additional tasks or discussions with the student that demonstrate their understanding of the outcome. The school may decide to delay the decision about satisfactory completion to allow a student to complete or submit further work. A student may only submit further evidence, or resubmit a School-based Assessment for reconsideration, to redeem an S for the outcome. Students may not resubmit to improve a School-based Assessment score.

Redemption Process

A redemption is issued when the Outcome Task:

- Does not satisfy the prescribed requirements as directed by the teacher based on the specific VCAA Study Design in the students first attempt.
- Assessment is not submitted by the due date.

STAGE 1

- Subject teacher to notify Neighbourhood/ House Leader, parents/ guardians and student of the unsatisfactory Outcome Task.
- Subject teacher it to enter non-satisfactory Outcome Task on Compass and send letter home to parents/ guardians.
- Subject teacher schedules a second attempt to achieve the outcome (within one week of the failed task). Second attempt task design is based on student aspirations and future pathway. This should not be a replica for the first attempt and structure to cater for the student. Second attempt should be completed under teacher supervision and support.

**ASSESSMENT SUBMITTED – MEETS
REQUIREMENTS**

SATISFACTORY - S

**ASSESSMENT SUBMITTED – DOES NOT
MEET THE REQUIREMENTS**

PROVISIONAL - N

**NOT SUBMITTED – DOES NOT MEET THE
REQUIREMENTS**

PROVISIONAL - N

STAGE 2

The student will be required to meet with the VCE Authentication Panel within (timeframe) to discuss the redemption process and their eligibility to undertake the redemption process will be determined.

The teacher will:

- ⇒ Notify the Year Neighbourhood/ House Leader of the Outcome Fail and the Provisional N.
- ⇒ To complete the Redemption Contract.
- ⇒ Document on COMPASS.
- ⇒ Develop an appropriate task that will meet the required Outcome suited to the student and allocate timeframe to complete the third and final attempt.
- ⇒ Bring relevant evidence of student coursework, results, notes, feedback, first & second attempt to review.

The Neighbourhood/ House Leader:

- ⇒ Communicate with subject teacher to gain further information (as required).
- ⇒ Organise Authentication Panel.
- ⇒ Notify VCE Leader/ Pathway & Transitions Leader.
- ⇒ Notify parents/ guardians.

The student:

- ⇒ Attend the Authentication Panel meeting.
- ⇒ Bring evidence of coursework, first & second attempt of passing the outcome (unless kept by the teacher), relevant revision notes and activities.
- ⇒ Complete Receipt of Submission section of the Redemption Contract one Outcome Task has been completed.
- ⇒ Complete Outcome Task by the due date.
- ⇒ Submit Outcome Task to the VCE Leader/ Neighbourhood Leader

Provisional N

| ASSESSMENT SUBMITTED – MEETS REQUIREMENTS SATISFACTORY - S | ASSESSMENT SUBMITTED – DOES NOT MEET THE REQUIREMENTS PROVISIONAL - N | NOT SUBMITTED – DOES NOT MEET THE REQUIREMENTS PROVISIONAL - N |
|---------------------------------------------------------------|--------------------------------------------------------------------------|-------------------------------------------------------------------|
|---------------------------------------------------------------|--------------------------------------------------------------------------|-------------------------------------------------------------------|

| | |
|-------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------|
| Teacher notifies Neighbourhood/ House Leader and documents on COMPASS | Teacher notifies Neighbourhood / House Leader and documents on COMPASS |
| Neighbourhood / House Leader notifies Authentication Panel, Student and Parents/ Guardians on the N result. | Neighbourhood / House Leader notifies Authentication Panel, Student and Parents/ Guardians on the N result. |

A second redemption being issued within a Unit will result in a N (non-satisfactory) completion for the whole Unit.

Appendix C – NOTICE OF MISSED SAC/SAT

Dear _____,

This is to notify you that _____ missed a School Based Assessment task (School Assessed Coursework or School Assessed Task) as outlined below.

Subject: _____

Task: _____

Description:

The school policy below outlines that unless the student has a Medical Certificate or some serious personal circumstances, they will be awarded a score of zero for the assessment. They may be able to apply for Special Provision using the appropriate form available from the VCE Leader or their Neighbourhood Leader.

Senior School Assessment Policy

All School Assessed Coursework and School Assessed Tasks must be completed in the following conditions:

- At school in exam conditions, supervised by only the subject teacher.
- **NO** mobile phones or electronic devices are permitted. These are to be placed on teacher desk before SAC or SAT begins. This include earphones and smart watches.
- Students are not permitted to communicate to each other during the SAC or SAT. If students are found to be communicating, they will be required to meet with the authentication panel.
- Students must attend SAC's on the given date, failure to do so will result in the student being given an automatic re-sit unless a Medical Certificate is provided. If a student does NOT provide a medical certificate, they will receive a zero for that assessment.

If such a circumstance has occurred, then please complete the Special Provision form and supply any supporting documentation such as a medical certificate or Statutory Declaration. The application will then be considered by a panel convened by a nominee of the Principal. This needs to be completed within 7 days from the missed task.

If you have any questions then please contact either:

Neighbourhood Leader: _____

Classroom Teacher: _____

VCE Leader: Felicity Cummins (Located at the Wanganui Campus)

Appendix D – SENIOR SCHOOL HOMEWORK CLASS

Dear Parent/Guardian of _____,

At Greater Shepparton Secondary College we strive to ensure that all students are able to reach their educational potential. The learning programs at Greater Shepparton Secondary College are carefully constructed so that outcomes required by the Victorian Curriculum and Assessment Authority can be achieved.

To cover the courses that are being delivered students are required to work diligently in class and complete homework. Greater Shepparton Secondary College sees homework as an important part of the learning process. A copy of the homework guidelines can be seen in the student planners.

When a student is late submitting work or fails to complete assigned tasks you will be notified via Compass. It is expected that the outstanding work be completed as soon as possible. If this does not occur the student will be required to attend a lunchtime homework session.

If students do not attend the homework classes, they will follow the school processes that are put into place for students who fail to attend lunchtime detentions. You may also be required to attend a parent-teacher conference to discuss your student's individual learning plan.

Your student is required to attend a homework class on _____,

to catch up on the following work: _____

If you would like any further information please do not hesitate to call Greater Shepparton Secondary College.

Yours sincerely,

Assistant Principal of
Teaching and Learning

Neighbourhood Leader

Return Slip – to be returned to your Neighbourhood Leader prior to the homework class

Name of Student: _____ Year: _____

I have received the letter concerning my student and I am aware of the action being taken by the school.

Parent/Guardian signature: _____

Appendix E - AUTHENTICATION PANEL: STUDENT AGREEMENT

I understand that in VCE Unit 1, 2, 3 and 4 I will be required to sit before the Authentication Panel if my classroom teacher has formed a reasonable belief that I have undertaken misconduct within a SAC (scored assessed coursework).

I understand that the Authentication Panel will consist of the following delegates:

- Unit 1 & 2: Assistant Principal – Teaching and Learning AP, VCE Leader, Neighbourhood Leader, Classroom Teacher.
- Unit 3 & 4: Assistant Principal – Teaching and Learning AP, VCE Leader, Neighbourhood Leader, Classroom Teacher.

I understand that if my classroom teacher and Neighbourhood Leader forms a reasonable belief that I have undertaken misconduct in a SAC (breach of the Greater Shepparton Secondary College (SAC Policy) that my parents/guardians will be telephoned and informed that I am required to sit before the Authentication Panel to provide evidence for/against the belief that I have breached the SAC policy. I understand that my parents/guardians will be invited to attend this meeting (the meeting will still go ahead if the parents/guardians elect not to attend).

I understand that the Authentication Panel will listen to the evidence put forward by the student and the classroom teacher and will make a determination as to whether misconduct HAS or HAS NOT taken place.

I understand that if the Authentication Panel finds that misconduct has NOT taken place that my parents/guardians will be telephoned to inform them of the decision (if they were not present at the meeting). I understand that I will continue in my subject and receive the allocated score by my classroom teacher for the SAC counting towards my final subject score.

I understand that if the Authentication Panel finds that misconduct HAS taken place that my parents/guardians will be telephoned to inform them of the decision (if they were not present at the meeting). I understand that I will not meet the outcomes of the subject and will not have the opportunity to redeem the outcome.

I understand that if my attendance is below 80% it would make it very unlikely that Unit Outcomes could be met, as student attendance at school is an important facet of authentication. I understand that I will have to sit before the Authentication Panel if my attendance is below 80% to demonstrate that I have completed enough Coursework to meet the Outcomes of the Unit. I understand that the

Vision: To develop caring, creative and curious learners who actively contribute to a better world.

Authentication Panel will make a determination whether I have successfully met the Outcomes for the subject or whether I have not met the Outcomes for the subject.

SIGNED:

Authentication Panel:

Student: _____ Date: _____

Appendix F – APPLICATION FOR SPECIAL PROVISIONS

Application for Special Provision for School-Assessed Coursework (SAC) and School Assessed Tasks (SATs) and Unit Completion.

This form will be retained by the school together with any supporting evidence.

School Name: Greater Shepparton Secondary College

VCAA School Code:

| | | | | |
|--|--|--|--|--|
| | | | | |
|--|--|--|--|--|

Student Name: _____

Student Number:

| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|
| | | | | | | | | | |
|--|--|--|--|--|--|--|--|--|--|

Date of Application _____

Details of application:

Assessment Task *[please tick appropriate box(s)]*

| | | | | | | | |
|--------|--------------------------|--------|--------------------------|--------|--------------------------|--------|--------------------------|
| SAC | <input type="checkbox"/> | SAT | <input type="checkbox"/> | VCAL | <input type="checkbox"/> | Other | <input type="checkbox"/> |
| Unit 1 | <input type="checkbox"/> | Unit 2 | <input type="checkbox"/> | Unit 3 | <input type="checkbox"/> | Unit 4 | <input type="checkbox"/> |

I am applying for:

- ☐ Rescheduling of assessment task.
- ☐ Additional time to complete work/task.
- ☐ Use of an aide.

Vision: To develop caring, creative and curious learners who actively contribute to a better world.

☐ Use of technology to complete or present work.

Reason for rescheduling the SAC or SAT:

Checklist of supporting documents provided.

- ☐ Student signed statement of reasons for application.
- ☐ Qualified medical practitioner report / letter
- ☐ Psychologist report / letter (if necessary)
- ☐ Other reports / letters (if necessary)

Period covered by the application, from _____ / _____ 2020 to _____ / _____ 2020

List studies applying for:

| <i>Study Name /Assessment Task</i> | <i>Applying for (see above)</i> | <i>Teachers signature to confirm</i> |
|------------------------------------|---------------------------------|--------------------------------------|
| | | |
| | | |
| | | |
| | | |
| | | |

Without suitable documentation, a student will receive an N for the SAC or SAT and hence an N for the entire unit will occur.

Student Signature: _____

Year Level: _____

Neighbourhood Leader Signature: _____

Date: _____

Appendix G – DRIVING TO SCHOOL APPLICATION

Dear Parent/Guardian,

During the year many students will gain their probationary licences. The Department of Education and Training (DET) have specific rules governing students' use of their vehicles whilst attending school. The rules specified by the DET vary from those of the state government.

The DET rules are as follows, "Students are not permitted under any circumstance (except in accordance with an approved pre-licence, driver education program, see 4.4.5.5 Traffic safety education) to transport other students in private cars in connection with any school program or function whether held in school hours or at other times."

Parents may allow students to transport siblings to school, but it must be emphasised that other students must not be transported at any time. Nor should they use their cars to leave during the school day. Car parking located for Year 12 students will be explain to the students once the form has been returned.

Please discuss this with your child so that the intention of this policy is clearly understood by all, as it is for the safety and well-being of both the driver of the car and any potential passenger. It is important that students realise that the school is responsible for each and every student marked present at school requiring the student's whereabouts to be known at all times. These regulations are simply for the safety and wellbeing of all those attending Greater Shepparton Secondary College.

If your child plans on driving a car to school, please ensure that the following points are clearly understood and followed and the form below is completed, signed and returned to your Neighbourhood Leader.

1. Students are permitted to drive to and from school, only at the beginning and end of their school day.
2. Students are to park in the designated car park only.
3. Students are not permitted to use a car during the school day.
4. Students are not permitted to transport students other than siblings.

Yours Sincerely,

Neighbourhood Leader

Campus Principal

I have read and understand the policy relating to the use of vehicles by students whilst at school. I will ensure that my child abides by these rules to enable him\her to drive to school.

My child's name is (Print first and last name) _____

The vehicle registration number is _____

Parent\Guardian Signature _____

Student Signature _____ Date _____

VCE Audits - Greater Shepparton Secondary College

In VCE at Greater Shepparton Secondary College, to ensure our VCE subjects follow and adhere to VCAA guidelines and policies, an audit process is followed. Each subject (unless audited externally, only applicable for Unit 3 & 4 subjects) will be audited at the end of term 3 & 4.

Units 1/3 and 2/4 Audit Questionnaire

| Questions | Responses |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------|
| 1. a) What is the accreditation period of the VCE Study Design from which your school-based assessment has been planned? b) How do you ensure that you are accessing up-to-date information regarding the Study Design and assessment practices? | |
| 2. Describe the non-negotiable coursework for each outcome (not including SAC's). Please save relevant documents in t-drive. | |
| 3. For each Outcome in Units 3 & 4, will students have a choice or will all students complete the same assessment task (SAC)? If a choice of task is offered to students, how is comparability of scope and demand ensured? | |
| 4. For each Outcome in Units 3 & 4, in which week/s do you plan to administer each piece of school-assessed coursework (SACs) (e.g. Term 1, Week 3)? Please save your schedule of SACs in t-drive. | |
| 5. How is assessment information issued to students for Units 3 & 4? For example, revision sheets, questions given in advance etc. | |
| 6. a) Give detail about the following pieces and of assessment information and outline when they are distributed to students: <ul style="list-style-type: none">Assessment timeline for Units 3 & 4Conditions and rules under which school-based assessment will be conducted | |

| | |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| <ul style="list-style-type: none"> • Information about the SAC tasks • Assessment criteria/marking scheme • Assessment marks/results • SAC feedback to individual students <p>Please save relevant documents in t-drive.</p> | |
| <p>7. What are the SACs used to assess each Outcome (provide the name of all Outcomes)?</p> <p>Please save a copy of each SAC for each Outcome in t-drive.</p> | |
| <p>8. What sources are used in developing assessment tasks for Units 3 & 4? Please list all sources.</p> | |
| <p>9. a) How are assessment tasks developed for Units 3 & 4? b) If you are using commercially produced tasks, please provide details of the publisher/author/year of publication. c) If you are using commercially produced tasks, how do you ensure that these tasks meet the requirements of the VCE Study Design?</p> | |
| <p>10. a) Is any part of an assessment task being used from previous years? b) If 'yes' or 'yes with modifications', briefly describe how you will ensure students' work is authenticated and that students do not have prior access to the task?</p> | |
| <p>11. How do you ensure that assessment tasks allow your students to demonstrate the highest level of performance?</p> | |
| <p>12. a) How much time is allowed for students to complete each of the assessment tasks in each Outcome? Please save an outline in t-drive. b) Explain how the time provided for assessment tasks assists students with exam preparation and timing in the examination.</p> | |
| <p>13. Please specify the conditions under which each SAC is undertaken and what materials students are permitted to use.</p> | |
| <p>14. For any parts of the task that are completed without teacher supervision, explain the conditions under which the tasks are completed and how student work is authenticated. Please save any authentication sheets in t-drive.</p> | |
| <p>15. What marking guide or marking scheme is used in assessing each task? Please save all criteria sheets, marking schemes, rubrics in t-drive.</p> | |
| <p>16. If there is more than one teacher of your Study at Greater Shepparton Secondary College, please outline how consistency of assessment decisions is achieved. b) If there is a partnership between schools, which school have you entered into a partnership with? c) If there is only one teacher of the Study, what cross-marking and/or internal moderation procedures are followed?</p> | |

| | |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|
| 17. How is feedback about task performance for each Outcome in Units 3 & 4 provided to students? Please save a sample in t-drive. | |
| 18. a) How do you determine if a student has not met an Outcome and needs to complete a resit of an assessment task? b) What procedures are followed when a student has to re-sit a SAC? c) When a student has to re-sit a SAC, what strategies are put in place to ensure to provide the student with the opportunity to redeem the result? | |
| 19. What basis is used to determine if a student receives an 'N' for a Unit? | |
| 20. Document how you prepare students for their examination. Please save any relevant documentation in t-drive. | |

Units 1/3 and 2/4 Audit Criteria

| Question | Criteria | Further Evidence Required | Fully Met |
|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------|--------------------------------------------------------------------------------------------------|
| 1. a) What is the accreditation period of the VCE Study Design from which your school-based assessment has been planned? b) How do you ensure that you are accessing up-to-date information regarding the Study Design and assessment practices? | <ul style="list-style-type: none"> Teacher can nominate the accreditation period of VCE Study Design Teacher can discuss up-to-date information about Study Design and assessment practices and provide the source of the information Teacher can communicate when new Study Design for subject will be mandated | | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 2. Describe the non-negotiable coursework for each outcome (not including SAC's). Please save relevant documents in t-drive. | <ul style="list-style-type: none"> Teacher is able to articulate and provide a range of classroom activities that MUST be administered in order for students to successfully pass EACH outcome. For example, written explanation of activities, lesson plans, work-sheets (created by teacher or from approved VCE textbooks). | | <input type="checkbox"/> |
| 3. For each Outcome in Units 3 & 4, will students have a choice or will all students complete the same assessment task (SAC)? If a choice of task is offered to students, how is comparability of scope and demand ensured? | <ul style="list-style-type: none"> Where there is a choice the teacher is to provide examples of the alternative SAC's and is able to explain how comparability of scope and demand is ensured. | | <input type="checkbox"/> |
| 4. For each Outcome in Units 3 & 4, in which week/s do you plan to administer each piece of school-assessed coursework (SACs) (e.g. Term 1, Week 3)? Please save your schedule of SACs in t-drive. | <ul style="list-style-type: none"> Schedule of SAC's is supplied. Provide details as to when the schedule is provided to students. | | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

| | | | |
|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--|----------------------------------------------------------------------------------|
| | <ul style="list-style-type: none"> Schedule allows reasonable time to teach outcome coursework prior to SAC. All SAC's are scheduled to be completed by the end of term 3. | | <input type="checkbox"/> |
| 5. How is assessment information issued to students for Units 3 & 4? For example, revision sheets, assessment criteria, questions given in advance etc. | <ul style="list-style-type: none"> Teacher can articulate when SAC information is distributed to students. Teacher can provide evidence that assessment material is provided and explained to students prior to the SAC. For example, assessment marking rubric. | | <input type="checkbox"/> <input type="checkbox"/> |
| <p>6. a) Give detail about the following pieces of assessment information and outline when they are distributed to students:</p> <ul style="list-style-type: none"> Assessment timeline for Units 3 & 4 Conditions and rules under which school-based assessment will be conducted Information about the SAC tasks Assessment criteria/marking scheme Assessment marks/results SAC feedback to individual students <p>Please save relevant documents in t-drive.</p> | <ul style="list-style-type: none"> Evidence is saved to t-drive. Teacher adheres to assessment conditions as prescribed by VCCA and McGuire VCE policy. Example of feedback provided to a student (remove name). | | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| <p>7. What are the SAC's used to assess each Outcome (provide the name of all Outcomes)?</p> <p>Please save a copy of each SAC for each Outcome in t-drive.</p> | <ul style="list-style-type: none"> Teacher has saved all SAC's for each outcome on t-drive All SAC's are related to outcomes specified in current Study Design The language used in SAC's is modelled on that used in the end-of-year exam. | | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |
| 8. What sources are used in developing assessment tasks for Units 3 & 4? Please list all sources. | <ul style="list-style-type: none"> Teacher is able to list all sources. Teacher is able to validate the development of the assessment task. | | <input type="checkbox"/> <input type="checkbox"/> |
| <p>9. a) How are assessment tasks developed for Units 3 & 4?</p> <p>b) If you are using commercially produced tasks, please provide details of the publisher/author/year of publication.</p> <p>c) If you are using commercially produced tasks, how do you ensure that these tasks meet the requirements of the VCE Study Design?</p> | <ul style="list-style-type: none"> Teacher provides examples of commercially produced tasks and can validate authenticity in relation to current Study Design. | | <input type="checkbox"/> |
| <p>10. a) Is any part of an assessment task being used from previous years?</p> <p>b) If 'yes' or 'yes with modifications', briefly describe how you will ensure students' work is</p> | <ul style="list-style-type: none"> Teacher is able to discuss reasons behind their decision to use assessment task (or part) from previous years. | | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

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| authenticated and that students do not have prior access to the task? | <ul style="list-style-type: none"> Teacher can describe how the work is authenticated. Teacher can explain how students will not gain prior access to SAC. | | |
| 11. How do you ensure that assessment tasks allow your students to demonstrate the highest level of performance? | <ul style="list-style-type: none"> Teacher provides explanation of how their SAC allows for scope of performance. Teacher can explain how this links into the exam. | | <input type="checkbox"/> <input type="checkbox"/> |
| 12. a) How much time is allowed for students to complete each of the assessment tasks in each Outcome? Please save an outline in t-drive. b) Explain how the time provided for assessment tasks assists students with exam preparation and timing in the examination. | <ul style="list-style-type: none"> Teacher has provided a timeline on T-drive that indicates minutes per SAC. Teacher can explain reasons behind time limits and how this is best practice to prepare students for exam. | | <input type="checkbox"/> <input type="checkbox"/> |
| 13. Please specify the conditions under which each SAC is undertaken and what materials students are permitted to use. | <ul style="list-style-type: none"> Teacher can explain how SAC's and re-sits are supervised. Teacher can provide a copy of what students are given in relation to materials permitted to be used during SACs. Copy is uploaded to t-drive. | | <input type="checkbox"/> <input type="checkbox"/> |
| 14. For any parts of the task that are completed without teacher supervision, explain the conditions under which the tasks are completed and how student work is authenticated. Please save any authentication sheets in t-drive. | <ul style="list-style-type: none"> Teacher can provide authentication sheets and an outline of the way in which parts of a task may be completed unsupervised. Teacher has saved authentication sheets on t-drive. | | <input type="checkbox"/> <input type="checkbox"/> |
| 15. What marking guide or marking scheme is used in assessing each task? Please save all criteria sheets, marking schemes, rubrics in t-drive. | <ul style="list-style-type: none"> Teacher can show their marking guide or is able to explain their marking scheme for their SACs. Teacher has saved criteria sheets, marking schemes and rubrics on t-drive. | | <input type="checkbox"/> <input type="checkbox"/> |
| 16. If there is more than one teacher of your Study at Greater Shepparton Secondary College, please outline how consistency of assessment decisions is achieved. b) If there is a partnership between schools, which school have you entered into a partnership with? c) If there is only one teacher of the Study, what cross-marking and/or internal moderation procedures are followed? | <ul style="list-style-type: none"> Teacher can outline where there is more than one class of a study at the school the procedures used to ensure consistency of assessment decisions. Teacher can explain who the partnership school/s is. Teacher can explain the process used for cross marking and or internal moderation procedures followed where they are the only teacher of the study. | | <input type="checkbox"/> <input type="checkbox"/> <input type="checkbox"/> |

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| 17. How is feedback about task performance for each Outcome in Units 3 & 4 provided to students? Please save a sample in t-drive. | <ul style="list-style-type: none"> Teacher is able to articulate how they go about providing feedback to students. Teacher uploads one sample to t-drive. | | |
| 18. a) How do you determine if a student has not met an Outcome and needs to complete a resit of an assessment task? b) What procedures are followed when a student has to re-sit a SAC? c) When a student has to re-sit a SAC, what strategies are put in place to ensure to provide the student with the opportunity to redeem the result? | <ul style="list-style-type: none"> Teacher is able to articulate the results of students SAC and demonstrate how it is unsatisfactory. Teacher is able to walk-through the re-sit procedures, including the strategies put place. | | <input type="checkbox"/> <input type="checkbox"/> |
| 19. What basis is used to determine if a student receives an 'N' for a Unit? | <ul style="list-style-type: none"> Teacher can describe how marking criteria fairly determines if a student does not meet the minimum criteria expectations to receive an 'S'. Teacher can describe all other circumstances in which an 'N' would reasonably be awarded for a Unit. | | <input type="checkbox"/> <input type="checkbox"/> |
| 20. Document how you prepare students for their examination. Please save any relevant documentation in t-drive. | <ul style="list-style-type: none"> Teacher provides documentation that clearly outlines how exam preparation builds high expectations for students and allows opportunities to excel. Teacher provides documentation that clearly demonstrates that exam preparation/strategies relate to the relevant exam. | | <input type="checkbox"/> <input type="checkbox"/> |
| Overall Comment: | | | |
| The course has been accredited on _/_/_ Principal Name: Principal Signature: | Auditor's Name: Auditor's Signature: | Sponsor's Name: Sponsor's Signature: | |

Vision: To develop caring, creative and curious learners who actively contribute to a better world.