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

Greater Shepparton SC

Senior Secondary

Handbook

Contents

Greater Shepparton Secondary College

This handbook has been prepared to assist teachers at Greater Shepparton Secondary College (GSSC) in matters relating to the Victorian Certificate of Education (VCE/VCAL/VET) studies and as a resource to reinforce our commitment to be consistent in our practices, expectations and assessment guidelines. It also contains some information based on GSSC local policies and procedures.

The Victorian Curriculum Assessment Authority (VCAA) is responsible for the development, maintenance, and implementation of the VCE. The information in this booklet is based largely on the VCE Administration Handbook, an official publication of VCAA. Greater Shepparton Secondary College is a fully accredited school for the delivery of the delivery of VCE, VCAL and VET courses. The College Principal is responsible for ensuring that all the requirements of VCAA are carried out and that students are given a thorough understanding of the program and adequate support to effectively manage their studies. To this end, all VCE/VCAL/VET students are given a student copy of the VCE Handbook to ensure that they have ready access to the correct information and process regarding their senior school studies. Teachers are responsible for the delivery and assessment of courses offered. The VCAA Study Design will be the key document to inform design and delivery in each study.

Teachers will be effectively supported by key leaders within the College to deliver programs within the guidelines and to ensure desired outcomes are achieved for learners undertaking the course.

Students enrolled at GSSC must abide by the administrative guidelines and regulations of the VCE VCAL & VET courses. It is the responsibility of students and their parents to be fully aware of VCAA and E.D.S.C rules relating to the VCE VCAL & VET.

Greater Shepparton Leadership Structure

Leadership

Executive Principal
Barbara O'Brien

Prin AP2 Alternative Programs
Peter O'Brien

Prin AP4 Operations
Megan Michalaidis

N1 - BIYALA

Curriculum & Ped AP2
Stacie Lundberg

Neighbourhood Prin AP4 Curriculum & Ped
Dougie Souter

Subschool Leader 10-12
Amy Gallacher

House Leader 10-12 LT	House Leader 10-12 LT	House Leader 10-12 LT
Robyn Hough	Amy Funston	Kathryn Keen

Subschool Leader 7-9
Hadleigh Sirett

House Leader 7-9 LT	House Leader 7-9 LT	House Leader 7-9 LT
Sara Wise	Kate Bytheway	Kylie Hoskin

House Support POR	House Support POR	House Support POR
Phoebe Nicolopoulos	Chris Harris	Belinda Pringle

OVENS	MURRAY	LACHLAN

N2 - DHARNYA

Senior Sec / Careers AP2
Ian Goldrick

Neighbourhood Prin AP4 Senior Sec / Careers
Stephen Bolton

Subschool Leader 10-12
Kirsten Tozer

House Leader 10-12 LT	House Leader 10-12 LT	House Leader 10-12 LT
Susan Kerwin	Zarina Fleming	Amanda Elliott

Subschool Leader 7-9
Julie Walsh

House Leader 7-9 LT	House Leader 7-9 LT	House Leader 7-9 LT
Julie Natalizio	Dan Napolitano	Francesca Corbo

House Support POR	House Support POR	House Support POR
Leigh McIntyre	Cris Campenalla	Charlotte Drinnan

KIEWA	CAMPASPE	GOULBURN

N3 - BAYUNA

Positive School Leader AP2
Jen Attard

Neighbourhood Prin AP4 Wellbeing
Daisy Utber

Inclusive Education AP2
Julie Jerome

Student Services Leader
Robyn McCully

Subschool Leader 10-12
Tom Robinson

House Leader 10-12 LT	House Leader 10-12 LT	House Leader 10-12 LT
Tara Warnett	Myf Saxton	Lynn Bentley

Subschool Leader 7-9
Anna Sloane

House Leader 7-9 LT	House Leader 7-9 LT	House Leader 7-9 LT
Mitch Jones	Trish Walker	Jim Sheehan

House Support POR	House Support POR	House Support POR
Kristen Pritchett	Dale Cuthbert	Stephanie Horton

WARREGO	MURRUMBIDGEE	LODDON

HANDBOOK ACRONYMS

ATAR: Australian Tertiary Admission Rank

CAPS: Career Action Plans (formerly MIPS)

DET: Department of Education and Training

EAL: English as an Additional Language (formerly ESL)

FTP: Fast tracking program

GA: Graded Assessment

GAT: General Achievement Test

LOTE: Language/s Other Than English

SAC: School-assessed Coursework

SAT: School-assessed Task

PSD: Programs for Students with Disabilities

SEAS: Special Entry Access Scheme

TAFE: Technical and Further Education

TER: Tertiary Entrance Requirements

VCAA: Victorian Curriculum and Assessment Authority

VCAL: Victorian Certificate of Applied Learning

VCE: Victorian Certificate of Education

VET: Vocational Education and Training

VCE VET: VCAA - managed VET programs comprised of VCE VET units

VSL: Victorian School of Languages

VTAC: Victorian Tertiary Admissions Centre

HANDBOOK GLOSSARY

Assessment task

A task set by the teacher to assess student achievement of unit outcomes for School-assessed Coursework (see also **Outcomes**).

Australian Tertiary Admission Rank (ATAR)

The overall ranking on a scale of zero to 99.95 that a student receives based on his/her study scores. The ATAR is calculated by VTAC and used by universities and TAFE institutes to select students for courses. Formerly known as Equivalent National Tertiary Entrance Rank (ENTER).

Award level (Victorian Certificate of Applied Learning (VCAL))

In the VCAL there are three award levels: Foundation, Intermediate and Senior.

Examinations

External assessments set and marked by the VCAA. All VCE Units 3 and 4 studies have at least one examination. Written examinations are held in October and November. Performance examinations and oral components of LOTE examinations are held in October.

General Achievement Test (GAT)

A test of knowledge and skills in writing; mathematics; science and technology; humanities and social sciences; the arts.

Graded Assessment

All VCE studies have three Graded Assessments for each Unit 3 and 4 sequence except for scored VCE VET programs, which have two. Each study includes at least one examination; most studies have School-assessed Coursework (SAC), while some have School-assessed Tasks (SAT).

Outcomes

What a student must know and be able to do in order to satisfactorily complete a unit, as specified in the VCE Study Design or VCAL unit.

Prerequisite studies

Prerequisite studies are those VCE studies that you must have successfully completed in order to qualify for a course.

Satisfactory completion: VCAL

Students receive an **S** for the satisfactory completion of a unit. If they do not satisfactorily complete a unit, they receive an **N** (Not Yet Satisfactory). Students qualify for the VCAL when they achieve sufficient credits to satisfy the course requirements. Units not yet completed are not printed on the Statement of Results.

Satisfactory completion: VCE

Students receive an **S** for the satisfactory completion of a unit. If they do not satisfactorily complete a unit, they receive an **N**. Students qualify for the VCE when they accumulate sufficient units to meet the program requirements.

School Assessed Coursework (SAC)

This is a school-based assessment that is reported as a grade for either a VCE Units 3 and 4 sequence or individual Unit 3 and Unit 4. School-assessed Coursework consists of a set of assessment tasks that assess the student's level of achievement of VCE Units 3 and 4 outcomes. This also applies to Units 1 & 2.

School-assessed Task (SAT)

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

School Based Apprenticeships and Traineeships (SBAT)

An SBAT is a structured training arrangement, usually involving on and off the job training, for a student employed under an apprenticeship/traineeship training contract. SBATs may include apprenticeships, part-time apprenticeships, or traineeships.

Semester

One half of the academic year; VCE and most VCAL units are designed to be completed in one semester. Some VCAL units are delivered over two semesters.

Sequence

VCE Units 3 and 4 are designed to be taken as a sequence.

Special Examination Arrangements

This refers to arrangements that are approved to meet the needs of students who have disabilities, illnesses or other circumstances that affect their ability to sit examinations.

Special Entry Access Scheme (SEAS)

This scheme allows selection officers to grant extra consideration for course entry to applicants, but it is not used as a replacement for course entry requirements. Consideration of SEAS may relax some aspects of the specific requirements but not exempt them.

Special Provision

Arrangements that are made to allow students who are experiencing significant hardship to achieve the learning outcomes and demonstrate their learning and achievement. Students can apply for these arrangements under the following categories:

- Mental Health conditions
- Health impairment/physical disability
- Specific Language Disorder
- Language disorder
- Motor cognition disorder
- Deaf or hard of hearing
- Vision impairment

Statement of Marks

For each examination including the GAT, students can apply for a statement showing the marks they obtained for each question/criterion and the maximum mark available. A fee is charged for each statement.

Statement of Marks: Study Score

A statement showing the scores for each of the Graded Assessments and describing the calculation of the study score. A fee is charged for each statement.

Statement of Results

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

Statistical Moderation

The process used to ensure that school assessments are comparable throughout the state. It involves adjusting each school's School-assessed Coursework scores for each study to match the level and spread of the external reference scores for students enrolled in that study.

For statistical moderation, each school's assessments in a study are treated as a single group, not as separate teaching classes

Structured Workplace Learning

On-the-job training, during which a student is expected to practise a set of skills or competencies related to an accredited course, or nationally recognised VET program.

Student Number

The unique number assigned to each student enrolled in VCE, VCE VET and VCAL.

Study score

A score from zero to fifty which shows how a student performed in a VCE study, relative to all other Victorian students enrolled in that same study in a result year. It is based on the student's results in school assessments and examinations.

Tertiary Entrance Requirements

The minimum entrance requirements established by each institution for general entry.

VCE/VCAL Certificate

The certificate awarded to students who meet VCAL / VCE graduation requirements. See also '**Statement of Results'**.

VCE VET

Nationally recognised VET certificates developed into full programs of study within the VCE and contributing to satisfactory completion of the VCE under the same recognition arrangements as for VCE studies.

Victorian Certificate of Applied Learning (VCAL)

VCAL is an accredited senior secondary school qualification undertaken by students in Years 11 and 12.

Victorian Certificate of Education (VCE)

The VCE is an accredited senior secondary school qualification.

Vocational Education and Training (VET)

Nationally recognised vocational certificates: these certificates may be integrated within a VCE or VCAL program.

Unique Student Identifier (USI)

The USI is a reference number made up of ten numbers and letters that creates a secure online record of your recognised training and qualifications gained in Australia, from all training providers you undertake recognised training with. (Required for VET and VCAL enrolment)

Victorian Tertiary Admissions Centre (VTAC)

VTAC acts on behalf of universities, TAFEs, and other providers to facilitate and co-ordinate the joint selection system. VTAC calculates and distributes the ATAR.

References:

VCAA: http://www.vcaa.vic.edu.au/

VTAC: http://www.vtac.edu.au/

DEECD: http://www.education.vic.gov.au/school/parents/Pages/default.aspx

1. VICTORIAN CERTIFICATE OF EDUCATION (VCE)

The majority of students will have their needs met by completing a VCE program. A VCE program is a set of semester long units taken over a minimum of two years. The program is selected from approximately 40 different studies which have been approved by the Victorian Curriculum and Assessment Authority.

VCE is awarded for the successful completion of secondary education and provides pathways into tertiary education, training, and work.

The VCE is a senior secondary certificate of education recognised within the Australian Qualifications Framework (AQF). The VCE is designed to be completed over a minimum of two years. The VCE 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. Units at 1 and 2 level are nationally and internationally benchmarked to a Year 11 standard. Similarly, Units at 3 and 4 level are benchmarked to a Year 12 standard.

In many studies there are multiple options for students to choose from, such as a choice of mathematics studies and histories. Units 1 and 2 can be completed as single units and Units 3 and 4 in each study are designed to be taken as a sequence.

Outcomes are the basis for satisfactory completion of a VCE unit. Each VCE unit includes a set of two to four outcomes. Satisfactory completion of units is determined by the school, in accordance with Victorian Curriculum and Assessment Authority (VCAA) requirements.

The learning outcomes and associated assessment tasks are specified in the currently accredited VCE study designs.

1.1. Minimum requirements for the award of the VCE

To meet the requirements of the VCE students must **satisfactorily** complete a total of no fewer than 16 units. Satisfactorily completed units must include:

- At least 3 units from the group of English Studies, which must include a 3/4 sequence of either English, English Language or Literature: and
- At least three other sequences of Units 3 & 4 studies other than an English study (students may take more than one of the Unit 3 & 4 English studies).

The expectation of the College is that students undertake a minimum of five Unit 3 & 4 sequences at Year 12 level.

*Please note Victorian Tertiary Admissions Centre (VTAC) advises that for the calculation of a student's Australian Tertiary Admissions Rank (ATAR), satisfactory completion of both Units 3 & 4 of an English study is required.

1.2. Unit Selection

At Greater Shepparton Secondary College students will undertake:
- 12 units in the first year, that is, 6 units each semester at Year 11
- 10 units in their second year, that is 5 units each semester at Year 12

- In exceptional circumstances EAL students may be exempt from studying the maximum number of units in cases where this is deemed necessary for maximum achievement
- Where EAL students are studying a Language other than English with VSL outside of the college, this may substitute as a VCE Unit at the college
- Non EAL students who are studying a Language other than English with VSL complete this as an additional subject and cannot substitute this for a Unit at the College
- Students who have accelerated in a VCE subject in Year 10 and or Year 11 are still required to complete the minimum unit requirements of the college. The accelerated subject is an additional subject.

1.3.   Satisfactory Completion of a VCE Unit

Each VCE unit includes learning outcomes. Satisfactory completion of a unit occurs when a student demonstrates achievement of all outcomes. This decision will be based on the teacher's assessment of the student's overall performance in the designated assessment tasks for the unit.

Achievement of an outcome means the student's work:
- Meets the required standard
- Has been submitted on time
- Is clearly the student's own work
- Has not been the subject of a substantive breach of rules (including the school's attendance policy)

1.4.   Reporting student results to VCAA

The College will report each student's result for each unit to the VCAA as:
- **S** – Satisfactory
- **N** – Not Satisfactory
- **J** – Withdrawn *
  *from VCAA - *VCE unit result of J*

*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 can only 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.

1.5.   Counting results to calculate an ATAR

The ATAR is based on up to six VCE results. The results do not all have to be from the one year. The ATAR is calculated by using:

- The best score in any one of the English studies, plus
- The next best three study scores (together with the English score, these make up the 'Primary Four'), plus
- 10 percent of the scores for any fifth and sixth study which you may have completed (these are known as 'increments').

If students have the Primary Four, they will be eligible for an ATAR. VTAC will use up to six results in calculating the ATAR. If students have more than six results, the six scores that give the highest ATAR are used. Studies used in the calculation of the ATAR may be taken over any number of years. However, the time taken to complete VCE studies may be taken into account by institutions.

1.6.   Restrictions

There are restrictions on how certain combinations of studies may be counted for calculating an ATAR. In each of the study areas of English, Mathematics, History, Information Technology, LOTE and Music:

- At most, two results can contribute to the Primary Four
- At most, three results can contribute to the ATAR, the third being counted as a 10% increment for a fifth or sixth study.

If a student's ATAR incorporates an 'Extension Increment' from any of the study areas of Mathematics, English, LOTE, Music, History or Computer Science/Information Technology, then no more than two VCE results from the same study area can be used in the calculation of the ATAR.
There are other specific restrictions where two or more studies have similar content, or where studies have been combined. Students are advised to choose carefully when selecting their VCE subjects.
Reference: http://www.vtac.edu.au/pdf/publications/abcofscaling.pdf

1.7.   Vocational Education and Training (VET)in the VCE and VCAL

Recognition of VET within the VCE and VCAL ensures that students who complete all or part of a nationally recognised VET or FE qualification will receive credit towards satisfactory completion of the VCE or VCAL.

VET programs included in the VCE Unit 1 to 4 framework contribute to the ATAR in the same way as VCE studies. Scored Unit 3 and 4 VET sequences are deemed equivalent to VCE Unit 3 and 4 sequences. Non-scored Unit 3 and 4 VET sequences may count as a fifth and/or sixth increment which is 10% of the fourth study score of the primary four. Therefore, using VET Building & Construction and VET Hair & Beauty as non-scored programs, their contribution toward an ATAR could be:

Eg 1

STUDY	STUDY SCORE
English	30
Further Maths	30
Biology	28

H&HD	25
VET Building & Construction	10% of H&HD = 2.5

Eg 2

STUDY	STUDY SCORE
English	30
Further Maths	30
Biology	28
H&HD	25
VET Building & Construction	10% of H&HD = 2.5
VET Hair & Beauty	10% of H&HD = 2.5

A **non-scored** program is where a student elects to complete one of the scored programs without completing the scored component. These programs are ineligible for a study score and do not contribute to a student's ATAR. For example, if a student completes the VET Hospitality (Kitchen Operations) program without completing the scored assessments and exam, they are not eligible for an increment as it is a scored program.

In general, the VET Certificates need to be at Cert III level, however there are some exceptions to this within the VET programs where a Cert II can provide a Units 3 and 4 sequence.

2. VICTORIAN CERTIFICATE OF APPLIED LEARNING (VCAL)

VCAL is a recognised senior secondary qualification that aims to provide students with the skills, knowledge, and attitudes to make informed choices about pathways to work and further education. Students who do the VCAL are likely to be interested in going onto training at a Technical and Further Education (TAFE) institute, starting an apprenticeship, or getting a job after completing school.

VET is a central element of the VCAL certificate. **VET training is a compulsory requirement for completion of VCAL certificates at Intermediate and Senior level**. The VET course selected by a VCAL student provides credit towards a TAFE qualification that students are able to complete at TAFE when they leave school.

The VCAL program meets the needs of students who want applied and practical rather than academic learning programs offered in the VCE. When students select VCAL they gain practical work experience during the year. VCAL students also develop their literacy and numeracy skills and the personal development skills necessary to confidently work well in a team.

2.1.   Qualification Levels

VCAL is accredited and awarded at three award levels:

- Victorian Certificate of Applied Learning (Foundation)
- Victorian Certificate of Applied Learning (Intermediate)
- Victorian Certificate of Applied Learning (Senior)

2.2.   Pathway planning and VCAL

Students who plan to enrol in VCAL should note the following important points:

- VCAL **does not** provide students with an ATAR score and is not a course for students who wish to go on to university
- VCAL is appropriate for students whose career path after school includes entry to TAFE, Apprenticeships, Traineeships or Employment
- VCAL tasks are recorded as S or N when students meet each Unit's outcomes. There is no formal graded assessment in VCAL (this may change in 2023)
- VCAL students at GSSC will spend 3 days at school, in class: 1 day per week in a 'Structured Workplace Learning Placement', and 1 day per week in a VET course, either at school or at another school or training institution

2.3.   The VCAL Strands

VCAL students enrol through the VCAA in four compulsory 'strands' (units), which are:

Literacy and Numeracy Skills

VCAL students study the **Literacy strand** at school where they complete reading, writing and oral communication tasks. There are 8 reading and writing outcomes, and 4 oral communication outcomes. Students complete these outcomes over the course of the year.

VCAL students study **Numeracy** units at school and complete 5 outcomes at the Foundation level and 4 outcomes at Intermediate and Senior level. Intermediate and Senior students complete these outcomes over the course of the year and also may complete an industry specific numeracy investigation applying the knowledge and skills gained throughout the year.

Prospective VCAL students should give careful consideration to Mathematics prerequisites and seek advice from the college Careers Manager if they plan to enter into an apprenticeship or apply for certain TAFE courses. Intermediate VCAL students at GSSC have the opportunity to apply for General Maths if they have demonstrated capacity in Maths at Year 10.

Industry Specific Skills (VET Program)

The Industry Specific Skills strand is completed through the study of a VET program. Students are encouraged to choose an industry area of interest as the focus of their studies, such as, Hospitality, Building & Construction, Community Services, and VET IT. Both VCAL Intermediate and Senior courses require students to complete a minimum number of hours training for their VET course.

Prospective VCAL students should research their VET options and seek advice from the Applied Learning Leader about the most appropriate VET program for their needs.

Work Related Skills

Students study the Work Related Skills strand at school and with an employer during their weekly Structured Workplace Learning Placement. Whilst at school, students learn about occupational

health and safety and the basic conditions and entitlements of a specific industry. Students also plan, complete, and present for assessment a work-based project.

Personal Development Skills

Students study the Personal Development strand at school. They learn self-management, leadership, teamwork, planning and interpersonal communication skills which they apply to a range of projects and activities that are then assessed to demonstrate the student's knowledge and skills. Projects are usually practical activities which involve high levels of student participation.
http://www.vcaa.vic.edu.au/vet/general/recognition/vcerecognition.html

2.4. Structured Workplace Learning (SWL)

VCAL students also participate in a structured workplace learning placement. Students complete one day a week in the workplace. The SWL placement ideally relates to the industry area being studied.

VCAL students are responsible for finding an employer to provide them with a Structured Workplace Learning placement. The student must collect from their SWL placement employer a letter confirming the placement before a VCAL offer can be made to the student. Students having difficulty finding a placement can request support from Careers staff at GSSC.

2.5. VCAL Assessment and Reporting

All VCAL unit learning outcomes are assessed. Students must satisfactorily demonstrate that their knowledge and skills meet the outcome standards. Evidence of student achievement may include portfolios of evidence, class work, group participation, assignments, and projects.

VCE and VET units undertaken as part of a VCAL program are assessed in accordance with VCE and VET requirements.

Students who successfully complete VCAL will receive a certificate and statement of results that details the areas of study that they have completed.
Please Note: VCAL is not available to international students.

3. VOCATIONAL EDUCATION AND TRAINING (VET)

Students may undertake a range of vocationally oriented courses in conjunction with their VCE or VCAL course.

VCE students are able to choose from VET courses offered at GSSC with underlined scored assessment within the timetable. This means that students completing these subjects will be awarded a study score that will contribute to the ATAR in the same way as a VCE Unit 3 and 4 study.

All VCAL students are required to select a VET subject (internal or external) as part of their program.

Students are required to provide the school with or create a Unique Student Identifier (USI) when enrolling into a VET subject

The USI is a reference number made up of ten numbers and letters that:

- Creates a secure online record of a student's recognised training and qualifications gained in Australia, from all training providers offering training
- Provide students access to their training records and transcripts
- Provide accessed online, anytime, and anywhere
- Are free and easy to create and
- Stays with students **Industry Specific Skills** for life

https://www.usi.gov.au/about

VET is not available to international students.

4. Greater Shepparton Secondary College (GSSC) PROCEDURES /POLICIES/ PRACTICES

VCAA VCE attendance

VCAA guidelines state*: All VCE units involve at least 50 hours of scheduled classroom instruction. A student needs to attend sufficient class time to complete work. The school sets minimum class time and attendance rules. If a student has completed work, but there has been a substantial breach of the school's attendance policy, the school may be unable to authenticate the student's work completed across the outcome. The school must assign an N for outcomes that cannot be authenticated.*

4.1 Attendance GSSC

Punctuality and daily attendance demonstrate commitment to learning and are important lifelong skills that lead to success in future study and pathways. GSSC is committed to supporting every student to achieve a high attendance rate at school and to supporting students in setting clear goals for learning in line with an achievable pathway. Equally, the College is committed to engaging parents and guardians to assist the College in developing these skills in students and supporting their child in being punctual and meeting attendance requirements at the College.

Students must attend 100% of school days (this includes VET days and work placement days). Valid reasons for non-attendance include illness (supported by sickbay coordinator, doctor's certificate, or a statutory declaration); death in the family (confirmed in writing by parent/ guardian); a significant event in the family. Non-attendance due to school approved events such as excursions and school sporting activities do **not** count as part of the absence days, however, they are required to be approved by the student's House Leader.

Teachers need to monitor student absence from their class closely and take steps to support regular attendance (ie 4 or more **unapproved absences** per semester could compromise student learning outcomes – engagement with student /parent/ House Leader should be actioned). **Extensive approved absences** will also impact on student results, particularly when a student in unable to participate in learning activities and complete work requirements to demonstrate outcomes.

If a student is going to be absent from school, their parent/guardian must contact the College on the day of absence, or prior. Parents will be notified by SMS or email if the College has not been notified of the student absence. On return to school, the student is required to provide a medical certificate **(an approved absence)** or, as a minimum, a parent/guardian signed note (to House Reception) stating the date and reason for your absence. **A note from a parent explains the absence but does not necessarily mean the absence will be considered as an approved absence from school**.

Students who arrive late to school are required to sign in at the Compass Kiosk at their House Reception. Parents/guardians will be required to explain the lateness for that day.

The Greater Shepparton Secondary College Attendance Policy provides full details of expectations

in relation to students' attendance.

$\Rightarrow$ *Greater Shepparton Secondary College – Attendance Policy –* ***Appendix A***

4.2 Absence from class due to Sports & Excursions

Year 11 and 12 students who have qualified for the next level in Athletics, Swimming or Cross Country, or are attending an excursion will be required to complete a '**Notice of Absence for sport /event excursion form**' and attached this with the excursion permission slip for the excursion permission slip to be valid. VCAL students will also need to notify VET/work placement teachers/supervisors before being approved by the House Leader.

Students will be required to present the 'Notice of Absence for sport /event excursion form' to their teachers a minimum 5 working (school) days before the excursion / sports day Permission Form is due to be returned. Students will require permission from the House Leader to attend the excursion/ event. The excursion/event Excursion Form **will not** be accepted without teachers signatures and House Leader approval.

Teachers will have the opportunity to be informed of the absence and to note any relevant information for the student and House Leader to consider. The House Leader will then be responsible for approving participation in the event.

Permission granted to attend the sports day or excursion will be informed by the student's attendance for a given study, the SAC/SAT schedule and level of coursework completed. However, it needs to be noted that, subject excursions/field trips have the status of classwork, hence students cannot be excluded for lack of attendance or work completed.

$\Rightarrow$ *Greater Shepparton Secondary College – Notice of Absence for Sport /Excursion–* ***Appendix B***

PROCEDURES - VCE

4.3 Implications for Student when Absent from school during assessment tasks

Event	Rule / Action	Effect
Student does not sit class assessment task (in whole or part).	Medical certificate is supplied or. Evidence for Special Provision is provided	Special Provision is granted by the House Leader Student sits the assessment task at some other suitable time as arranged by the class teacher. Work will be graded. (Alternate work task should be set).

| | No Medical Certificate or,

No evidence provided for Special Provision to be granted | Special Provision is **not** granted by the House Leader.

Student sits the task at another time, as arranged by the class teacher.

Student will receive a mark of zero for that task.

Work will be judged to be (S) Satisfactory or (N) Not satisfactory in line with meeting coursework requirements.

Alternate work should be set. |
| Work is submitted but is not satisfactory. | | Student does further work at teacher's direction in order to meet a satisfactory standard. |

4.4 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 (1)
- 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 (this applies to students completing a non-scored unit, as assessment tasks demonstrate the key knowledge and key skills required to meet the outcomes)
- the work cannot be authenticated
- there has been a substantial breach of rules, including school attendance policy
- coursework has not been attempted or completed following multiple, clear instructions to do so

(1) If a student has not met the outcomes of a unit, they are to be given additional opportunities to demonstrate the key knowledge and key skills required to meet the outcomes of the unit. For example, if a student does not meet the outcome through the completion of an assessment item (including a SAC/SAT), a teacher may consider work previously submitted, provided it meets the requirements. Students may not resubmit work to improve a School-based Assessment score, but may resubmit in order to meet the outcome and therefore receive a Satisfactory outcome for the unit.

If a student is at risk of not meeting the requirements of an outcome, and therefore a unit, after multiple opportunities were provided, teachers are required to complete the **"At risk of not meeting Outcomes for Unit" c**hronicle on Compass (see Appendix C). This chronicle will generate a letter than can be sent home to the student's parent/guardians to inform them of the work that needs to

be completed to meet the outcome. House Leaders will receive a list of students in their house who have been chronicled 'At risk of not meeting an outcome' on a weekly basis so that they are aware of students who may require additional support. If the student continues to be at risk of not meeting the outcome and does not submit the required work by the date outlined in the "At risk" chronicle, then the classroom teacher is to generate a "General Concern' Chronicle and tag the student's house leader in the notification chain. An SSG will then be organised by the House Leader to clearly communicate what work is required to be learned/understood/ submitted to demonstrate the key knowledge and skills required to meet the outcome; by when and with what supports. (**NB:** Discussion to be documented as SSG notes on COMPASS by the House Leader and a copy of the notes to be provided for the student and parent/guardian to support next steps).

Non-Satisfactory Completion

If a student does not comply with the above or is not able to demonstrate key knowledge and skills required to meet the outcome, a subsequent SSG will need to be organised by the House Leader /AP 10-12 with a Careers Practitioner and Welling representative to discuss next steps or alternate pathways (2).

> (2) **NB:** If it is a clear case to the House Leader that the student, despite of being supported, has not demonstrated the necessary skills and knowledge to meet the outcomes required, an 'N' will be awarded and this will be communicated to the student and parents/guardian.
>
> If, however, the House Leader has reservations regarding steps taken to support the learning needs of the student and/or considers a second opinion is required to support the teacher's outcome judgement additional steps may be required i.e. ensure that further support is put in place for the student to re-sit or engage the relevant Domain Leader to verify the judgement made. This will work to strengthen the decision if a student decides to appeal. (NB: The Domain Leader may recommend an experience teacher in the study to act on their behalf).

Teachers are required to chronicle students who are at risk of failing a Unit as soon as possible, but no later than
- **Unit 1 and 3- The end of Week 7, Term 2.**
- **Unit 4- Week 7 term 3**
- **Unit 2- Week 2 term 4.**

> ⇒ *Greater Shepparton Secondary College –At risk of not meeting an outcome – **Appendix C***

4.5 Redeeming Outcomes – Submitting further evidence for satisfactory completion

When work is submitted by a student that does not meet the required standard for satisfactory completion, the teacher is required to 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 that demonstrate their understanding and competence in 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 Assessment Coursework 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/unit.

4.6 Senior School Assessment Guidelines and Procedures - SACs and SATs

Moderation / Statistical Moderation

At GSSC all teaching staff are required to follow the College 7-12 Moderation guidelines to support student learning. Moderation at Year 12 is particularly important as it determines where a student sits academically in relations to his/her peers in each study. This, in turn, impacts on the student's final examination score through Statistical Moderation.

Year 12 teachers need to be aware of how statistical moderation is used. It involves adjusting each school's School-assessed Coursework scores to ensure consistency in assessment and achievement across the state for students enrolled in that study.

For statistical moderation, each school's assessments in a study are treated as a single group, not as separate teaching classes.

Where there is more than one class in a study, teachers are required to collaborate to arrive at Model of Moderation) School-based Assessments. Domains may need to review their arrangements or establish new practices with regards to cross-marking and/ or internal moderation (see Appendix D).

Domains may also consider the checklist provided (see Appendix E) to support improved practice excellence for VCE teachers.

*Greater Shepparton Secondary College –Approaches to Moderation Process–**Appendix D***
*Greater Shepparton Secondary College –Maximising Performance at VCE – Domain/Partnership Checklist and Reflection – **Appendix E***

Assessed Coursework and School Assessed 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)

Teachers /Domains have a responsibility to publish assessment dates to students well in advance. If a student misses a SAC task/SAT or arrives too late to meet the time required to complete the set task, the House Leader must be notified via email as soon as practicable.   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 in order for the assessment to be rescheduled and graded.

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. This includes earphones and smart watches. Students need to be aware that if they are caught with such a device on them, they may receive a zero mark and will have to face the authentication panel.
- 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 rescheduled time to sit the assessment that would ensure a numerical grade. If such documentation is not provided, the student will be required to sit the SAC for an S or and N and **NOT** receive a numerical grade.

Key Requirements of the classroom teacher include:

- Staff must retain all materials related to SAC's until the end of the year
- If a student does not demonstrate the required understanding /skills in a SAC task, the classroom teacher will notify the House Leader and parents/guardians with a new date and time of the resit after communicating with the student involved and providing support and direction for learning in preparation for the assessment task
- If the student does not attend the day of the SAC due to an approved reason for non-attendance, the classroom teacher needs to reschedule the task for the student to complete and a grade will be awarded
- If the student does not attend the day of the SAC due to an approved reason for non-attendance, they will be required to sit the rescheduled task, however, they will not be awarded a grade and will receive an NA for the task.
- If a student is at risk of not meeting outcomes, the classroom teacher will generate an "At risk of not meeting an Outcome" chronicle and post the letter generated home to the student's parents/guardians. If they continue to be at risk after multiple opportunities to demonstrate their skills and knowledge, classroom teachers will generate a "General Concern" chronicle and tag the student's House Leader in the notification chain. The House Leaders (with Careers/Wellbeing/AP involvement as required) will action an SSG with the student's parent/guardian to discuss the matter and decide on further action(s) and support is required.
- At Year 12 (Units 3 & 4), SAC task marks will not be given to students (due to Statistical Moderation). 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.

NB: Students who do not meet the outcomes of a particular Unit, technically have until the VASS result deadline to redeem the result.

4.7 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.

⇒ Greater Shepparton Secondary College – VCAA Strategies for avoiding authentication problems – **Appendix F**

4.9 Authentication Panel

The Authentication Panel will consist of the following delegates:

Unit 1 -4: VCE Leader, House Leader (subject teacher, 10-12 AP, Senior Secondary AP as required)

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.

4.10 Authentication Process

If a classroom teacher has formed a reasonable belief that a student has engaged in misconduct within a SAC (scored assessed coursework) the following will need to occur:

- Inform the House Leader in writing outlining the breech
- Once the House Leader confirms that a breech has occurred, report will be sent to the VCE Leader; and copies the Neighbourhood AP10-12 in the communication. The House Leader ensure the student's and parent/guardian is informed and invited to attend the Authentication Panel meeting; the student is provided with an Authentical Notice (see Appendix G).
- During the Authentication Panel meeting the student has the opportunity to present their side of the incident – in writing or verbally
- The Authentication Panel will make a determination as to whether a breech has/has not taken place either during the meeting or by a specified date following the meeting (if further deliberations / investigation is required)
- Student and parent /guardian will be informed of the outcome either during the meeting or at a determined later date
- If it determined that a breech has not taken place, the student will receive the allocated score by my classroom teacher for the assessment task, counting towards the final subject grade awarded.
- If it is determined that misconduct HAS taken place, the student and parent/guardian will be informed. The student will be given the opportunity to complete the assessment task to demonstrate knowledge and skills to meet the required outcome(s), however, the student will not be a awarded a grade and will receive an NA for the task.

$\Rightarrow$ *Greater Shepparton Secondary College – Notice to Student: Authentication Panel Process –* **Appendix G**

4.11 Feedback to Students

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

- Advising on particular strengths of the work
- Advising on particular problem areas
- Advising on where and how improvements can be made for further learning
- Advising on outcomes demonstrated /not demonstrated against an outcome rubric
- Providing 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.				

It is recommended that teachers provide clear written guidelines/rubric for learning /assessments tasks to support student understanding of what is required to meet outcomes and establish clear mapping of performance levels.

4.12 Rescheduling a SAC or SAT

When rescheduling a SAC task or SAT due to medical and unforeseen circumstances, the following procedure must be followed as soon as practicable (ideally within three days following student return to school:

1. Student takes their medical certificate (or other documentation) to the Neighbourhood Attendance Assistant /Officer at Kiewa (Red House) reception so that the absence can be entered approved on COMPASS.
2. Student meets with the classroom teacher to agree on a suitable date, time and location to complete the SAC task or SAT. (Teachers are responsible for supervising assessment reschedules or resits, however, if a teacher requires support to supervise an assessment, it is recommended that the rescheduling be organised between the student and teacher for a **Tuesday afternoon between 3:30-4:40pm Neighbourhood 2 in D1.51**(staff meeting time*). In this instance, the teacher will need to register the student for a supervised assessment by emailing the student's name(s); task to be completed and date assigned to the VCE Leader. The teacher will also ensure that a hard copy of the task and any accompanying material are left at **Kiewa reception in Neighbourhood 2** no later than COB the day before the assessment is scheduled.   The materials will be placed in a 'Supervised Assessment Folder' by Neighbourhood Assistants. The VCE Leader will confirm supervision requirements and email the rostered staff member.
3. Teacher generates a 'Reschedule a SAC/SAT' chronicle on Compass for the agreed Date, Time and Location for the SAC/SAT to be completed. This chronicle will generate an email to alert the student's parent/guardians of the arrangements as a courtesy and to ensure the parent/guardian can support the process as required. A letter can also be printed off and sent home if required to inform parents of the arrangements.
4. Student attends and completes the rescheduled SAC task or SAT.
5. If a student is absent from the rescheduled SAC or SAT, they are required to provide a medical/professional certificate in order for a further rescheduling to occur that would ensure a numerical grade. If such documentation is not provided, the student will be required to sit the SAC for an S or NA, however they will **NOT** receive a numerical grade.
6. Completed SACs may be collected from Kiewa reception in Neighbourhood 2 from 9am the day after the rescheduled date.

NB* <u>A teacher will be rostered to supervise rescheduled assessments in lieu of attending their regular meeting on a Tuesday.</u>

4.13 Exams & External Assessments for Units 3 & 4

- All material concerning Unit 3 & 42 Exams will be distributed prior to the examination period.
- Dates for the VCE examination period are published on the VCAA website and are included in this Handbook.
- 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.

4.14 Special Assessment Provision

If a student believes that their performance in an assessment task has been adversely affected by external factors outside their control, such as illness or a death of a family member, then they should see the House Leader to request that Special Provision be sought for completion of the assessment and any extra special arrangements that may be required to be put in place.

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

$\Rightarrow$ *Greater Shepparton Secondary College - Application for Special Provisions - **Appendix H***

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	• 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	• Illness – acute and chronic. • Impairment – long term. • Personal circumstances.
3. Special Examination Arrangements	• Accident or sudden onset of illness. • Personal circumstances. • Long term impairment.
4. Derived Examination Score	• Illness, personal trauma, or other circumstances occurring **immediately before** or during an examination period. • **Immediately before** 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.

4.15 Derived Exam Score – Applications

Students undertaking a Unit 3/4 subject who suffer trauma, illness, personal loss 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/is required to notify the House Leader if they feel they qualify for a derived score. The House Leader will immediately inform the VCE Leader in writing. If a teacher becomes aware of a student's circumstances that qualify them for a derived score, the House Leader must be informed immediately. Students will be supported by the College with the application process.

Applications should be lodged up to two days prior to each exam and up to one day after each exam. See your VCE Leader or 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.

4.16 General Achievement Test (GAT)

General Achievement Test is planned for 8th June 2022.

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 required to sit the General Achievement Test (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.

5. 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.

5.1 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.

5.2 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.

6. GSSC PROCEDURES /POLICIES/ PRACTICES - VCAL Victorian Certificate of Applied Learning (VCAL)

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 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/Maths Skills, Work Related Skills and Personal Development Skills (Project Based Learning)
- Satisfactorily complete their VET or SBAT program
- Meet all requirements of experience of work within the VCAL program

VCAL coursework is predominantly 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. Participation and attendance are therefore essential for VCAL students to successfully be assessed and demonstrate competence in outcomes for satisfactory completion of their course.

6.1 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.

6.2 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

6.3 Not Satisfactory Completion of VCAL units

If a VCAL student is at risk of not meeting the attendance and/or Greater Shepparton Secondary College VCAL program expectations and coursework standards, after multiple opportunities were provided, teachers are required to complete the **"At risk of not meeting outcomes/attendance requirements for Unit"** Chronicle on Compass. This chronicle will generate a letter than can be sent home to the student's parent/guardians to inform them of the work that needs to be completed to meet the outcome. House Leaders will receive a list of students in their house who have been chronicled 'At risk of not meeting an outcome' on a weekly basis so that they are aware of students who may require additional support.

If the student continues to be at risk of not meeting the outcome and does not submit the required work by the date outlined in the "At risk" chronicle, then classroom teachers are to generate a "General Concern' Chronicle and tag the student's house leader in the notification chain. An SSG will then be organised by the House Leader to clearly communicate what work is required to be learned/understood/ submitted to demonstrate the key knowledge and skills required to meet the outcome; by when and with what supports. (**NB:** Discussion to be documented as SSG notes on COMPASS by the House Leader and a copy of the notes to be provided for the student and parent/guardian to support next steps).

House Leader will organise an SSG with the students, parent, VCAL teacher to establish clarity regarding attendance and work completion expectations and agree on strategies to support students in meeting the requirements and expectations needed to complete the VCAL studies to a satisfactory level.

6.4 Eligibility – VCAL Course Requirements

Students must pass outcomes from the five strands:
- Literacy
- Numeracy /Mathematic
- Work Related Skills
- Personal Development Skills
- Industry Specific Skills

(Experiences of Work are an integral part of all 5 strands)

7. Vocational Education and Training (VET)

VET within VCE and VCAL ensures that students who complete all or part of a nationally recognised VET 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 House Leader to ensure support is put in place to assist the student. The House Leader may engage the Applied Learning Leader and Careers practitioners to support the student.

7.1 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 (see above). VET providers and VET Leader at GSSC can also provide further information.

7.2 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.

8. Private study at Greater Shepparton SC

Self-studying promotes independence and pushes the learner to achieve a deeper understanding of the learning: what do I understand and what further assistance do I need? During private/ independent study the learner is left to their own devices to understand, question, research and find resources that can help complete set tasks. This often results in deeper learning.

Purpose: The purpose of Private Study is for students to complete academic work independently in a safe and orderly environment and in a positive and respectful manner. The following private study protocols have been developed to support students at GSSC to maximise the time available to them to meeting learning outcomes for future success. Students are required to attend all private periods and per other timetabled classes, this includes periods one and four. They will be included in students' attendance data and will be supervised by classroom teachers.

Neighbourhood 2 will house Private Study for Year 12 and some year 11 students. Unless students are required for an assessment session, a seminar or a school planned activity or event, they will be

expected to attend a private study period ready to work independently on planed tasks, such as set homework, revision, research, pre-reading for future class work, etc

To maximise the effectiveness of private study the following **protocols** need be observed by students and staff:

Staff are expected to ensure that:

- Rolls are marked during the first 15 minutes of each period
- Students sit at their allocated desks. Students can check their allocated desk number in the Private Study folder.
- Desks are not moved from their original positions
- Private Study area is left tidy, all tables straight and chairs tucked in
- Students follow the "Private Study protocols for Students". If a student/s fails to follow reasonable instructions from the Supervisor, they may be exited. In this situation the supervisor must use the Exit Policy process
- Actively supervise Private Study ensuring students are working; walk around the Private Study room every 5-10 minutes to ensure students are on task
- Only one student at a time may leave Private Study (toilet, locker, photocopy, see a teacher). Students must carry their Planner filled in and signed when leaving Private Study area temporarily
- Students may leave Private Study to work with a teacher only if accompanied by a teacher. The teacher must inform the Supervisor of their location and accompany students back to the Private Study areal.
- Distractions are minimised: keep conversation short and quiet; no mobile phones

Students are expected to:

- Arrive on time ready for learning
- Sit at the allocated desk
- Bring all required material and use the entire period for study purposes
- Remain at allocated desk, no changing or moving desks is allowed
- Leave headphone/earphones in lockers, unless they are for study purposes
- Follow the Mobile Phone policy; no phones must be brought to Private Study
- Always respect the learning of others
- Bring no food or drinks other than water in this space
- Raise your hand if needing to communicate with the supervisor
- Use the Student Planner if there is a need to leave the Private Study area for purposes such as printing or toilet; diary must be signed by the supervisor
- Use Personal Learning Device for study purposes only
- Follow SWPBS and ensure that behaviour is respectful at all times towards supervisor and peers
- Seek assistance for study tasks prior to the private study period where possible i.e. make a time to get assistance from the relevant teacher before the private study
- Let supervisor know if time has been booked with a teacher to assist with the private study and wait for the teacher to arrive before leaving the Private Study area

9. Driving to School

During the year many students will gain their probationary licences. The Department of Education and Training (DET) have specific rules governing student use of 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 I***

Important Dates 2022

	Teaching Staff return – Term 1	Friday 28th January
TERM 1	Year 7, 9 & 12 students attend	Monday 31st January
	Year 8, 10 & 11 students attend	Tuesday 1st February
	All students on site	Wednesday 2nd February
	Audit: Unit 3 Questionnaire Opens	Tuesday 22nd February
	Labour Day (Public Holiday)	Monday 14th March
	Last day for Term 1	**Friday 8th April**
	Term 2 Commence	**Tuesday 26th April**
TERM 2	Last day for Unit 3 & VCE 3/4 school-based partnership	Monday 9th May
	Yr 11 exams	Commencing Monday 6th June **TBC**
	General Achievement Test (GAT)	Wednesday 8th June (10:00am to 1:15pm)
	Queen's Birthday (Public Holiday)	Monday 13th June
	Unit 2 & 4 Commence	Monday 14th June
	Yr 10 exams	Commencing Monday 20th June **TBC**
	Mid-year reports due	TBC
	Unit 1/3 VASS data due (VCAL and VCE)	Wednesday 22nd June
	Last day for Term 2	**Friday 24th June**
TERM 3	**Term 3 Commence**	**Monday 11th July**
	Unit 4 audit questionnaire opens	Tuesday 19th July
	Performance & Oral Exam and XI03 Oral Exam Advice Slips	Monday 1st August
	Last day for Unit 4 School-based Partnership	Tuesday 12th August
	Last day for Indicative Grades (Performance) - October/November Examinations	Monday 5th September
	Year 12 Practice exams	Week 10 **TBC**
	Last day for Term 3	**Friday 17th September**
TERM 4	**Term 4 Commence**	Monday 3rd October

	Last day for Indicative Grades - October/November Examinations	Monday 10th October
	Performance and Languages oral examinations and Extended Investigation: Oral presentations	Monday 4th October – Sunday 31st October
	Unit 3 SAC for Drama/Dance/Theatre Studies Unit 4 SAT and SAC	Tuesday 18th October
	Auslan Exam	Wednesday 20th October
	Written Examinations VCAA	Wednesday 27thOctober – Wednesday 17th November
	VCE VET Coursework Task Scores All Unit Results	Monday 27th October
	Melbourne Cup Day (Public Holiday)	Tuesday, 2nd November
	Year 11 exams	Monday 7th November – Friday 11th November TBC
	Year 10 exams	Wednesday 28th – Friday 30th November **TBC**
	Year 10 and 11 End of year reports due	Week 9 **TBC**
	Year 11 → 12 Early Commencement Program (5/10 days)	Monday 14th – Friday 25th November **TBC**
	Year 10 → 11 Early Commencement Program (2 days)	Thursday 1st – Friday 2nd December
	Results available to Year 12 VCE students	Monday 12th December
	Last day for Term 4	**Tuesday, 20th December**

Appendix

APPENDIX A: Attendance Policy

APPENDIX B: Notice of Absence for Sport & Excursions

APPENDIX C: At Risk of not Meeting an Outcome – procedure (VCAL, VCE, VET)

APPENDIX D: Approaches to Moderation

APPENDIX E: Maximising Performance at VCE – Domain/Partnership Checklist and Reflection

APPENDIX F: (VCAA) Strategies for avoiding authentication problems

APPENDIX G: Student Notice – Authentication Panel Process

APPENDIX H: Application for Special Provision

APPENDIX I: Driving to School Application

APPENDIX A: ATTENDANCE POLICY

GREATER SHEPPARTON SECONDARY COLLEGE
ATTENDANCE POLICY

Approval Date:	June 2021	Approved by:	School Council
Review Cycle:	One year	Next Review Date:	June 2022
Responsible for Review	Director of Wellbeing	*Initial Endorsement Date:	June 2019

*School Council Endorsement Recommended

PURPOSE
The purpose of this policy is to:
- ensure all children of compulsory school age are enrolled in a registered school and attend school every day the school is open for instruction
- ensure students, staff and parents/carers have a shared understanding of the importance of attending school
- explain to school staff and parents the key practices and procedures Greater Shepparton Secondary College has in place to:
  o support, monitor and maintain student attendance
  o record, monitor and follow up student absences

SCOPE
This policy applies to all students at Greater Shepparton Secondary College.
This policy should be read in conjunction with the Department of Education and Training's School Attendance Guidelines. It does not replace or change the obligations of Greater Shepparton Secondary College, parents and School Attendance Officers under legislation or the School Attendance Guidelines.

DEFINITION
Parent – includes a guardian and every person who has parental responsibility for the child, including parental responsibility under the *Family Law Act 1975* (Cth) and any person with whom a child normally or regularly resides.

POLICY

Schooling is compulsory for children and young people aged from 6 to 17 years (unless an exemption from attendance or enrolment has been granted).

Daily attendance is important for all children and young people to succeed in education and to ensure they do not fall behind both socially and developmentally. School participation maximises life opportunities for children and young people by providing them with education and support networks. School helps people to develop important skills, knowledge and values that set them up for further learning and participation in their community.

Students are expected to attend Greater Shepparton Secondary College during normal school hours every day of each term unless:
- there is an approved exemption from school attendance for the student
- the student has a dual enrolment with another school and has only a partial enrolment in Greater Shepparton Secondary College, or
- the student is registered for home schooling and has only a partial enrolment in Greater Shepparton Secondary College for particular activities. In this case both schools and parents have an important role to play in supporting students to attend school every day.

Greater Shepparton Secondary College believes all students should attend school all day, every day when the school is open for instruction and is committed to working with its school community to encourage and support full school attendance.

Our school will identify individual students or cohorts who are vulnerable and whose attendance is at risk and/or declining and will work with these students and their parents to improve their attendance through a range of interventions and supports.

Students are committed to attending school every day, arriving on time, and being prepared to learn. Our students are encouraged approach a teacher and seek assistance if there are any issues that are affecting their attendance.

Greater Shepparton Secondary College parents are committed to ensuring their child/children attend school on time every day when instruction is offered, to communicating openly with the school and providing valid explanations for any absence.

Parents will communicate with their student's Learning Mentor at Greater Shepparton Secondary College about any issues affecting their child's attendance and work in partnership with the school to address any concerns.

Parents will provide a reasonable explanation for their child's absence from school and endeavour to schedule family holidays, appointments, and other activities outside of school hours.

Supporting and promoting attendance

Greater Shepparton College's *Student Wellbeing and Engagement Policy* supports student attendance.

Recording attendance

Greater Shepparton Secondary College must record attendance in every class. This is necessary to:

- meet legislative requirements
- discharge Greater Shepparton College's duty of care for all students
- meet Victorian Curriculum and Assessment Authority requirements for VCE students

Attendance will be recorded by the classroom teacher at the beginning of each period using Compass. If students are in attendance at a school approved activity, the teacher in charge of the activity will record them as being present.

Recording absences

For absences where there is no exemption in place, a parent must provide an explanation on each occasion to the school.

Parents should notify Greater Shepparton Secondary College of absences by:

- contacting the main office if it is an unplanned absence.
- inform the Learning Mentor in writing if it is a planned absence

If a student is absent on a particular day and the school has not been previously notified by a parent, or the absence is otherwise unexplained, Greater Shepparton Secondary College will notify parents. Greater Shepparton Secondary College will attempt to contact parents as soon as practicable on the same day of the unexplained absence, allowing time for the parent to respond.

If contact cannot be made with the parent (due to incorrect contact details), the school will attempt to make contact with any emergency contact/s nominated on the student's file held by the school, where possible, on the day of the unexplained absence.

Greater Shepparton Secondary College will keep a record of the reason given for each absence. The Executive Principal will determine if the explanation provided is a **reasonable excuse** for the purposes of the parent meeting their responsibilities under the *Education Training Reform Act 2006* and the School Attendance Guidelines.

If Greater Shepparton Secondary College considers that the parent has provided a **reasonable excuse** for their child's absence the absence will be marked as '**excused absence**'.

If the school determines that no reasonable excuse has been provided, the absence will be marked as '**unexcused absence**'.

The Executive Principal has the discretion to accept a reason given by a parent for a student's absence. The Executive Principal will generally excuse:

- medical and dental appointments, where out of hours appointments are not possible or appropriate
- bereavement or attendance at the funeral of a relative or friend of the student, including a student required to attend Sorry Business
- school refusal, if a plan is in place with the parent to address causes and support the student's return to school
- cultural observance if the parent/carer notifies the school in advance
- family holidays where the parent notifies the school in advance

If no explanation is provided by the parent within 10 school days of an absence, it will be recorded as an 'unexplained absence' and recorded on the student's file. Parents will be notified if an absence has not been excused.

Managing non-attendance and supporting student engagement

Where absences are of concern due to their nature or frequency, or where a student has been absent for more than five days, Greater Shepparton Secondary College will work collaboratively with parents, the student, and other professionals, where appropriate, to develop strategies to improve attendance, including:

- establishing an Attendance Student Support Group
- implementing a Return to School Plan
- implementing an Individual Education Plan
- implementing a Student Absence Learning Plan for students who will be absent for an extended period
- arranging for assistance from the Student Wellbeing Staff and Learning Mentor.

We understand from time to time that some students will need additional supports and assistance, and in collaboration with the student and their family, will endeavour to provide this support when it is required.

Referral to School Attendance Officer

If Greater Shepparton Secondary College decides that it has exhausted strategies for addressing a student's unsatisfactory attendance, we may, in accordance with the School Attendance Guidelines refer the non-attendance to a School Attendance Officer in the North Eastern Regional Office for further action.

If, from multiple attempts to contact with a parent, it becomes apparent that a student will not be returning to the school, the principal may make a referral to a School Attendance Officer if:

- the student has been absent from school on at least five full days in the previous 12 months where:
  - o the parent has not provided a reasonable excuse for these absences; and
  - o measures to improve the student's attendance have been undertaken and have been unsuccessful
- the student's whereabouts are unknown and:
  - o the student has been absent for 10 consecutive school days; or

o   no alternative education destination can be found for the student.

MORE INFORMATION AND RESOURCES

- School Attendance Guidelines
- School Policy and Advisory Guide: Attendance
- School intranet

APPENDIX B: 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.
- 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 prioritise educational opportunities.

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 completed together with the event permission form on the submission due date for the sporting event or excursion.

House Leaders will need to give final approval for the student to attend the event. Or 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.*

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

Greater Shepparton Secondary College

Notice of a pending absence from timetabled classes due to a school event.

It is the student's responsibility to have this form filled in by **all** of the teachers (including TAFE and Work Placement) who will be affected by the proposed absence **and signed off by the House Leader.** Excursion Permission Form will not be accepted with this form attached.

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: _____ **Year Level:** _____

Date of proposed activity: _____

Classes TAFE/ Work Placement affected:

Period	Subject	Teacher /Supervisor	Notes / Concerns
1			
2			
3			
4			
5			

House Leader Name _____**House Leader Signature:** _____

Permission granted: YES   NO

Reason: _____

APPENDIX C: VCAL, VCE & VET: AT RISK OF NOT MEETING AN OUTCOME
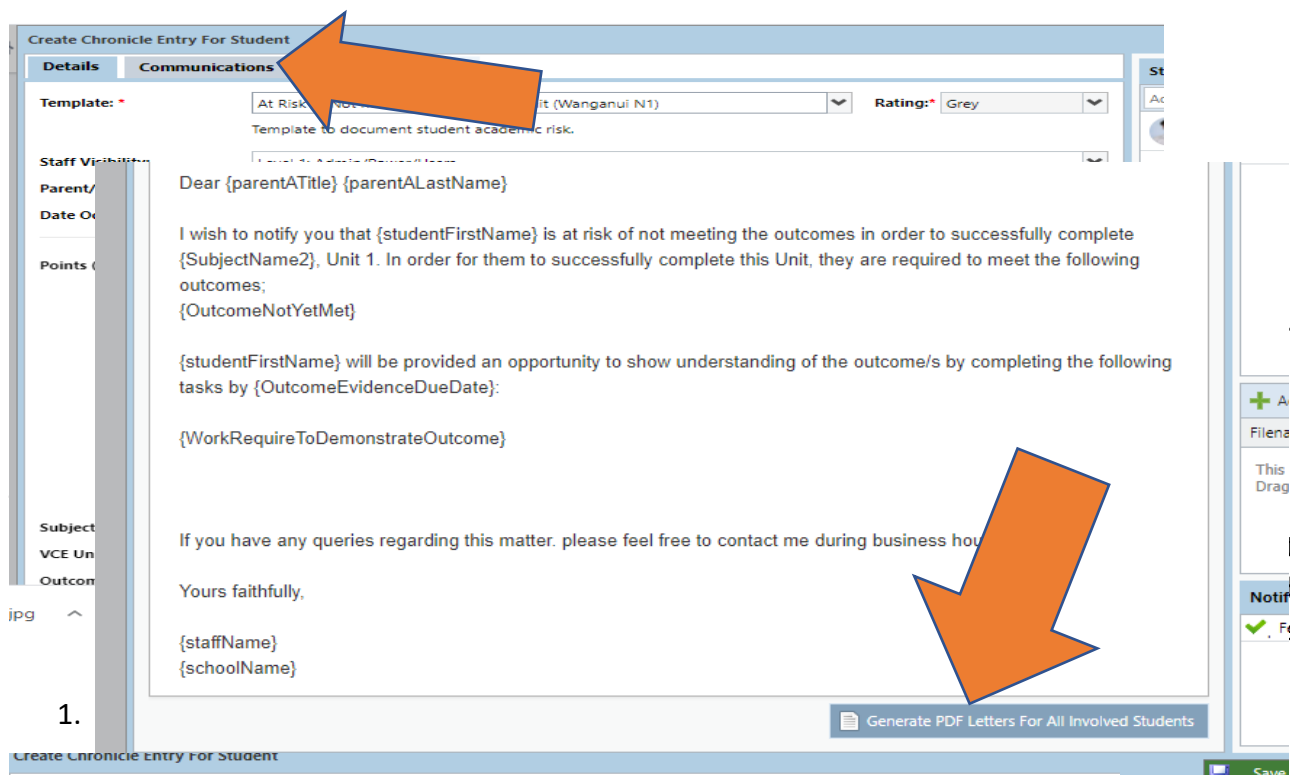
> **Note – it is vital that there is documented contact with a parent/guardian if a student is at risk of not meeting an outcome/s. An 'N' result should not occur without parent/guardian awareness and opportunity for the student to redeem the outcome.**

Teacher instructions for when a student is at risk of not meeting an outcome

- Teacher generates an 'At risk of not meeting outcome for unit' chronicle on COMPASS (select the relevant template for VCAL, VCE or VET). NOTE: this will be reported to House Leaders in their weekly report of 'at risk' students.
- After saving the chronicle information, the teacher then needs to generate a letter to be mailed home (a copy can be provided to the student as well, but it must also be mailed to the home address). Provide the copy of the letter to a member of the admin team, who will then mail it home. NOTE – this chronicle does not generate a text message alert, which is why the letter must be mailed home.

Steps to generate the letter:

1. After entering all of the relevant fields, **save** the chronicle
2. Click on the **Communications** tab

1.

the necessary
's name. Click

House Leader instructions in the event that a student has failed to meet the deadline without an approved reason

1. You will be alerted via the notification chain when the classroom teacher posts a general concern chronicle after the student misses the set deadline without an approved reason.
2. In the first instance, the House Leader is to ensure that contact is made with home. It is suggested that, if required, a Student Support Group (SSG) meeting be convened in order to support the student in successfully completing the outcome/s.
   a. In preparation for the SSG, the staff member convening the meeting might consider emailing the teachers of the student in order to acquire a quick progress check (requesting a reply within 24 hours if the teacher has concerns about the student's progress).
   b. Please make sure that contact with home is documented on COMPASS by the staff member convening the meeting (either SSG in person, online or phone call).
3. House Leader to make contact with home if multiple teacher alerts are entered for a student. House Leader's discretion as to whether this is a phone call home, or if another SSG is to be convened.
   a. Document the follow up contact with home on COMPASS.

APPENDIX D: APPROACHES TO MODERATION

Determining initial School-based Assessments - where there is more than one class in the school

Where there is more than one class in a study, teachers will collaborate to arrive at School-based Assessments. Domains may use any of the following approaches to review their arrangements or establish new practices with regards to cross-marking and/ or internal moderation.

Approach 1

- Teachers meet to discuss performance descriptors/assessment criteria, topics and approaches used for the task.

- Teachers grade the task from their own classes.

- Teachers swap samples and carry out blind marking.

- If necessary, teachers mark further tasks or reassess tasks from their own class.

- Difficult cases are further discussed before results are entered.

Approach 2

- Teachers combine and distribute the student tasks among themselves for assessment.

- The results are returned to the class teacher, who reassesses all tasks or the tasks of students who have unexpected results.

- Unusual cases are considered by all teachers concerned.

Approach 3

- Samples from all classes are distributed.

- All teachers assess the same tasks.

- Differences in results are discussed to gain a clearer and more consistent understanding of the application of the performance descriptors/assessment criteria.

- When all teachers are confident, they have a consistent understanding of the application of the performance descriptors/assessment criteria, each teacher assesses tasks from their own class.

Determining initial School-based Assessments - where there is one class in the school

Where there is one class in a study, teachers will be encouraged and supported by Domain / VCE Leader to set up a partnership with a teacher from another school to arrive at School-based Assessments.

Ideally, initial discussions will take place at the beginning of the academic year between teachers in different schools.

It is useful to swap some drafts of typical work early in the process of completing the School-based Assessment. The earlier a common understanding between teachers is established, the more smoothly the process will be completed.

It is also recommended that teachers discuss, and come to an agreement on, student completion dates.

Producing a combined set of comparable scores for a School-based Assessment

The following steps are recommended by VCAA:

1. Participating teachers should discuss the requirements of the study design, the chosen assessment tasks for each outcome, the performance descriptors/assessment criteria for each task or outcome, and the assessment program of each of the partnership schools. This communication should occur as early as possible, and not later than the expected date of completion of the first designated assessment task for the unit.

2. The teachers should establish agreement on the procedures to be followed to ensure comparability of assessments. This includes the scheduling and marking schemes of any tasks to be done in common.

3. Each school assesses the assessment tasks of its own students. It is expected that the schools with more than one class for the study will apply their own procedures to achieve comparability of assessments within their school.

4. Each school selects student tasks for cross-marking. For small-group partnerships, this should include all the tasks from the school with the small group, and at least an equivalent number from the partner school. For other partnerships, teachers should agree on an appropriate number, preferably at least five pieces from each school. For each task, the second marking should be 'blind'; that is, made without any knowledge of the assessment given by the student's own teacher.

5. Teachers then discuss both assessments for each task and agree on a final score. If the teachers cannot reach consensus, the two scores should be averaged or adjusted appropriately. As a result of the cross-marking exercise, it may be necessary to adjust the assessments of other tasks not included in the cross-marking.

6. When all assessments have been finalised, the scores for each student on each task should be collated in a single list for the partnership. Each school must keep a copy of this list, as the VCAA may request it for analysis purposes.

APPENDIX E: MAXIMISING PERFORMANCE AT VCE (YEARS 11 & 12) - DOMAIN TEAM/PARTNERSHIP CHECKLIST AND REFLECTION

1. Curriculum Program

Guided by VCE study designs and Domain documentation /guidelines

a. Clearly documented course, including:			
i. a list of critical knowledge and skill areas	YES	NO	In progress
ii. suggested highly effective teaching strategies	YES	NO	In progress
iii. a focus on the needs of all learners (Koori, EAL)	YES	NO	In progress
b. Clearly documented VCE timeline for teachers:			
i. Term overviews	YES	NO	In progress
ii. Weekly outlines	YES	NO	In progress
iii. Compass lesson plans	YES	NO	In progress

2. Assessment Practice

a. Use of VCE data to identify areas of strength or needing improvement:			
i. use multiple sources of data (VASS, VCAA, SAC, Learning Tasks)	YES	NO	In progress
ii. referring to Data Protocol	YES	NO	In progress
What has been identified from the data as one area of improvement?			
b. Use of individual student data (VCAA, Compass and GAT) to maximise student performance	YES	NO	In progress
i. use multiple sources of data (VASS, VCAA, SAC, Learning Tasks)	YES	NO	In progress

ii. established agreed data protocols	YES	NO	In progress
c. Use of assessor reports to clarify expectations:			
i. with VCE teams	YES	NO	In progress
ii. with students	YES	NO	In progress
What has been identified from the reports and data as an area of focus for 2022?			
Did the study /your class achieve below state mean? If yes, what strategies are being discussed and employed to improve this for 2022?			
d. Accessing 'Meet the Assessor/Examiner Report" sessions	YES	NO	In progress
e. Using the VCE handbook for SAC protocols	YES	NO	In progress
f. Collaboratively develop and commit to agreed and published SAC calendar	YES	NO	In progress
g. Prior to commencing the unit, collaboratively develop and commit to SACs by:			
i. Agreeing on content	YES	NO	In progress
ii. Agreeing on structure	YES	NO	In progress
iii. Agreeing on the explicit questions	YES	NO	In progress
As a team, how would you, or how do you, go about this process? As a teacher of a single class subject, how would you, or how do you, go about this process?			

h. Ensure SACs provide the opportunity to discriminate between student abilities and closely reflect exam level expectations	YES	NO	In progress
i. Ensure formative learning tasks and practice SACs are used to optimise preparation for success in SACs	YES	NO	In progress
If you answered YES, please elaborate on how you achieve this. If you answered NO or 'In progress' what will you do as a team to address this?			
j. Use sample VCAA responses (or other samples) to ensure students understand rigour and quality expected by the assessors	YES	NO	In progress
k. Prepare lists of learning tasks - each reporting cycle should include at least one exam type question	YES	NO	In progress
l. Collaboratively develop and commit to marking schemes for all learning tasks and SACs prior to implementation	YES	NO	In progress
m. Collaboratively develop and commit to agreed moderation practices to ensure fairness and consistency of judgments	YES	NO	In progress
If you answered YES, please elaborate on how you achieve this. If you answered NO or 'In progress' what will you do as a team to address this?			
n. Collaboratively develop and commit to feedback protocols and strategies including:			
i. Providing explicit written feedback on the work and/or Compass	YES	NO	In progress
ii. Frequent individual or small group consultations	YES	NO	In progress
iii. Occasional whole class feedback in areas that the whole class have struggled	YES	NO	In progress
iii. Deciding how and when to deliver formal and informal feedback	YES	NO	In progress

If you answered YES, how will you share this with your team? If you answered NO or 'In progress' what can you do differently as a team?			
o. Ongoing discussion of high-quality practices for exam preparation to maximise student exam performance.	YES	NO	In progress
If you answered YES, please elaborate on how you achieve this. If you answered NO or 'In progress' what will you do as a team to address this?			
p. Collaboratively develop and commit to agreed practices for ranking students across all classes by:			
i. Aiming for best predictor of end of year exam order	YES	NO	In progress
ii. Regular meetings scheduled to monitor ranking	YES	NO	In progress
If you answered YES, please elaborate on how you achieve this. If you answered NO or 'In progress' what will you do as a team to address this?			
q. Master class conducted for your subject.	YES	NO	In progress
Describe the format of the class and the focus.			
Do you think that the master classes made a difference? What evidence can you provide?			

3. Team/partnership goals for the year

1.	
2.	
3.	

APPENDIX F: <u>STRATEGIES FOR AVOIDING AUTHENTICATION PROBLEMS -VCAA</u>

To reduce the possibility of authentication problems occurring in VCE Units 1 to 4, or problems being difficult to resolve:

- teachers should ensure that tasks are kept secure prior to delivery, to avoid unauthorised release to students and thereby compromising the assessment. Tasks should not be sent by mail or electronically without due care

- a significant amount of class time should be spent on the task so that the teacher is familiar with each student's work in progress and can regularly monitor and discuss aspects of the work with each student

- students should document the specific stages of the development of work, starting with an early part of the task, such as the topic choice, list of resources and/or preliminary research

- copies of each student's written work should be filed at given stages in their development

- assessment tasks should not be recycled, unless modifications are made to ensure that students are unable to use other students' work from a previous academic year

- where commercially produced materials are being used for School-based Assessment, the school should ensure the tasks meet the requirements of the study design and that they have been sufficiently modified to be unique to the school to enable student work to be authenticated

- where publicly available materials are being used for School-based Assessment, the school should ensure the tasks meet the requirements of the study design and that they have been sufficiently modified to be unique to the school to enable student work to be authenticated

- if there is more than one class of a particular study in the school, the school should apply internal moderation and/or cross-marking procedures to ensure consistency of assessments between teachers.

- Teachers are advised to apply the same approach to authentication and record keeping, as cross marking sometimes reveals possible breaches of authentication. The early liaison on topics and sharing of draft student work between teachers enables earlier identification of possible authentication problems and the implementation of appropriate action

- students should acknowledge tutors, if they have them, and discuss and show the work done with them. Ideally, liaison between class teachers and tutors can provide the maximum benefit for students and ensure that tutors are aware of the authentication requirements. Similar advice applies to students who receive regular help from a family member.

APPENDIX G – STUDENT NOTICE - AUTHENTICATION PANEL PROCESS

Student name: _____

Name of staff member issuing the Notice: _____Date issued: _____

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 engaged in misconduct during an assessment.

- The Authentication Panel will consist of the following delegates:

    Unit 1 - 4: VCE Leader, House Leader (subject teacher, 10-12 AP, Senior Secondary AP as required)

- if my classroom teacher and House Leader form a reasonable belief that I have engaged in misconduct in a SAC (breach of the Greater Shepparton Secondary College Assessment 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.

- My parents/guardians will be invited to attend this meeting; however, the meeting will still go ahead if the parents/guardians elect not to attend.

- The Authentication Panel will listen to the evidence put forward by the me and the classroom teacher and will make a determination as to whether misconduct HAS or HAS NOT taken place.

- 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 will continue in my subject and receive the allocated score by my classroom teacher for the assessment counting towards my final subject score.

- if the Authentication Panel finds that misconduct HAS taken place my parents/guardians will be telephoned to inform them of the decision (if they were not present at the meeting). I will be given the opportunity to complete the assessment task to demonstrate my knowledge and skills to meet the required outcome(s), however will not be a awarded a grade and will receive an NA for the task.

I have read the above notice.

STUDENT SIGNGNATURE: _____ DATE: _____

(***NB: A COPY OF THIS TO BE INCLUDED IN THE STUDENT FILE BY ISSUING STAFF MEMBER***)

APPENDIX H: APPLICATION FOR SPECIAL PROVISIONS

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

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

School Name: Greater Shepparton Secondary College

Please complete details below/.

VCAA School Code: ☐ ☐ ☐ ☐ ☐

Student Name: _____

Student   Number: ☐ ☐ ☐ ☐ ☐ ☐ ☐ ☐   **Date of Application** _____

Details of application:
Assessment Task *[please tick appropriate box(s)]*

SAC ☐   SAT ☐   VCAL ☐   Other ☐

Unit 1 ☐   Unit 2 ☐   Unit 3 ☐   Unit 4 ☐

I am applying for:

☐   Rescheduling of assessment task.

☐   Additional time to complete work/task.

☐   Use of an aide.

☐   Use of technology to complete or present work.

Reason for requesting any of the above:

_____

_____

_____

_____

_____

_____

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 _____ / _____/ _____ to _____ / _____/_____

List studies applying for:

Study Name /Assessment Task	Applying for (see above)	Teachers signature to confirm

Without suitable documentation, a student will receive an NA for the assessment.

Student Signature: _____ Date:_____

Year Level: _____

House Leader Signature: _____ Date:_____

APPENDIX I: DRVING TO SCHOOL -REQUEST FORM

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. It is important to note that there is no provision for student parking. Students driving to school will be required park their car off site.

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 the House 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 off-site 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,

House Leader   **Neighbourhood 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 _____ Date: _____

Student Signature _____ Date: _____