The BSC community accepts and promotes the idea that all students can learn and that improvement in learning requires that students and parents have as much information as possible about what students learn at school. The college offers both the VCE (Victorian Certificate of Education) and VCAL (Victorian Certificate of Applied Learning) certificates as final years pathways for students.

The responsibility for VCE and VCAL delivery and assessment is located with teachers. The VCAA Administrative handbook, VCE Study Designs and VCAL Curriculum Planning Guidelines will be the key documents to inform design and delivery in each study. Teachers will be appropriately supported by the school community, and through continuous professional development opportunities.

The Senior School Leader, Curriculum Leader, Coordinators, VCAL Coordinator and Learning Area Leaders are available to assist and advise students and parents regarding delivery, assessment and learning within VCE and VCAL.

Students will be provided with a clear written Course Outline at the outset of classes for each unit. This outlines what is required to succeed in the study area and how all required outcomes can best be achieved. Throughout the semester work requirements will be clearly defined through written outlines. A SAC calendar will be available to students and parents to allow planning around these assessments.

Assessment practices define what is valued in the school curriculum and influence a student's motivation to learn. Student learning is fostered by assessment that is more than simply a mark or grade. Teachers will give feedback to students designed to assist them to improve. Students will be helped to develop an understanding of their strengths and their weaknesses. The focus will be on what the student is achieving, and guidance will be given to where improvements and challenges lie.

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

Assessment procedures will define and communicate educational expectations and ensure that these standards are maintained. These procedures are supported by a wide range of learning and teaching approaches and outcomes.

Learning Area Leaders and the Senior School Leader and Assistant Principal will provide delivery planning and moderation/assessment support for teachers of all units, past results Data Analysis sessions and will conduct moderation processes where more than one class operates for any VCE unit. The Senior School Leader and Assistant Principal will provide past results Data Analysis sessions. For VCE Year 12 teachers key documents will be VCAA previous years Result Data Analysis by study, in particular results. By reflecting on student results and improving quality of delivery and assessment there is an improvement in teaching and learning.

All teachers will maintain up to date and accurate records of their delivery in each unit and careful, accurate records of assessment of student work, including accurate records of the receipt of required work.

VCE and VCAL can be a most demanding time for students as well as a time of great learning expansion and interest. The successful completion of the qualification requires a commitment in effort and time that is challenging to maintain. The college and teachers are committed to ensuring all students achieve success in their chosen pathway.

This Policy will be reviewed annually. Review Date: 29/04/2015

Attachments: VCAL - POLICIES AND PROCEDURES FOR SENIOR SECONDARY ASSESSMENT
BSC VCE POLICIES HANDBOOK
VCAL - POLICIES AND PROCEDURES FOR SENIOR SECONDARY ASSESSMENT

VCAL REQUIREMENTS

VCAL—Victorian Certificate of Applied Learning

As a Senior Pathway, VCAL aims to provide the skills, knowledge and attitudes to enable students to make informed and empowered choices regarding pathways to work, training and further education.

The VCAL has three award levels: Foundation; Intermediate; Senior

Each of the three award levels has a nominal duration of 1000 hours. Each VCAL unit is 100 nominal hours in length. The nominal hours include both scheduled and unscheduled time, within and outside of traditional school hours.

The three qualification levels provide flexible entry and exit points for a range of students’ abilities and interests and offer a clear progression for skills, knowledge and attitudinal development.

The VCAL Units offered at BSC are:

- Work Related skills/Structured Workplace Learning
- Personal Development Skills
- Literacy Skills—Reading and Writing
- Literacy Skills—Oral Communication
- Numeracy Skills
- Industry Specific Skills, usually VET studies

ENTRY INTO THE BSC VCAL PROGRAM

Students apply to enter the VCAL program. Their acceptance is based on an interview with the VCAL Coordinator, an evaluation of prior Work Practices and consultation with their parents and previous teachers.

The purpose of this process is to ensure that VCAL is the most appropriate Senior Pathway for each applicant.

The college does not accept external applicants into the VCAL program as there is strong demand from BSC students. Additionally we rely on our ongoing understanding of our students and their learning needs to place them in their correct learning pathway. We cannot have that required developed knowledge of students from other settings.

ASSESSMENT IN VCAL

Each VCAL Unit requires the completion of a proscribed set of Learning Outcomes. These are able to be achieved through a broad range of learning tasks and through the participation in, and contribution to, community projects.

A range of assessment methods can be used to verify successful completion of the learning outcomes of each VCAL unit. These may include but are not limited to the following:

- Student self-assessment
- Teacher Observation
- Reflective work journals
- Student log books
- Oral presentations
- Written text
In order to successfully complete a VCAL level, students are required to successfully complete the proscribed number of units at their level and the Industry Specific Skills study.

**PROMOTION OF VCAL STUDENTS**

Students are promoted to the next year level when they have achieved the required units. The program focuses on facilitating the success and progress of each student in relation to their chosen pathway and their skill sets and ability levels.
If students work hard and make an effort they improve.

Ability is one factor in achievement.

However the amount of effort a student makes has even more to do with their success at school.
VCE EXPECTATIONS & PROCESSES

INTRODUCTION

Satisfactory completion of the VCE

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

- three units from the English group, with at least one unit at Units 1 or 2 level and a sequence of unit 3 and 4 in the same year. English units may be, English Units 1 to 4 and English (EAL) Units 1 to 4.
- at least three sequences of Units 3 and 4 studies other than English.

Note: The Victorian Tertiary Admissions Centre (VTAC) advises that for the calculation of the student’s Australian Tertiary Admission Rank (ATAR), satisfactory completion of both Units 3 and 4 of an English sequence is required.

Students are generally required to undertake the following: Year 11: 12 units (six studies), Year 12: 10 units (five studies).

The following BSC policies for VCE students are based on the Victorian Curriculum and Assessment Authority (VCAA) ‘VCE & VCAL Administrative Handbook 2013’.

7.1 SATISFACTORY COMPLETION OF VCE UNITS

For satisfactory completion of a VCE unit, a student must demonstrate achievement of the set of outcomes for the unit as specified in the study design. The decision about satisfactory completion of outcomes is based on the teacher’s assessment of the student’s overall performance on assessment tasks designated for the unit. Satisfactory performance on these tasks is sufficient evidence to award an S for the unit. The decision to award an S for the unit is distinct from the assessment of levels of achievement.

7.1.1 Satisfactory VCE unit result

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

A student must:

- produce work that demonstrates achievement of the outcome/s
- submit work on time
- submit work that is clearly his/her own
- observe the VCAA and school rules.

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

7.1.2 Not Satisfactory VCE unit result

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

- the work does not demonstrate achievement of the outcome/s
- the student has failed to meet a school deadline for the assessment task, including where an extension of time has been granted for any reason, including Special Provision
- the work cannot be authenticated
- there has been a substantial breach of rules including school attendance rules.

The N result should be used for students who only partly complete work or whose attendance records breach school rules.


When a teacher marks school assessed work, a numerical mark and an S or N is given based on the guide above. The work can be given S if in the teacher’s judgement the student has completed it to the best of their ability, and
demonstrated achievement of the outcomes. This may on occasion occur even though the mark is less than 50%. As highlighted in bold in the VCAA guide above, ‘The decision to award an S for the unit is distinct from the assessment of levels of achievement.’

The following policies deal with situations where students fail to meet requirements of the school and VCAA. In summary:

Students can receive an N for a subject if they:

1. Do not meet all work assessment task deadlines without a satisfactory explanation
2. Are absent from an assessment task without a satisfactory explanation
3. Achieve a score in an assessment task of less than 30% and do not have satisfactory work practices
4. Do not re sit an assessment task where they achieve a score between 30% and 50% in the time required
5. Do not achieve a score of 50% or show a significant improvement on an assessment task that they are required to re sit
6. Do not meet the 95% attendance requirements for a subject over the semester

**SUBMISSION OF WORK**

**Purpose**

This policy is directed at ensuring students’ submission of work on time through a clear and uniform approach with serious consequences for non-compliance. The attached information is to be used by staff and applies to all School Assessed work.

**Consequences for missing a deadline**

Students who receive a Not Satisfactory (N) for late submission of work may be removed from the subject. This decision will be made at the discretion of the subject teacher and the Senior School Leader.

All coursework must be completed by the student, even if they have missed the deadline, if they are to remain in the subject (unless there are exceptional circumstances).

If a student is going to receive an ‘N’ for a SAC the Senior School Leader will be informed by the subject teacher.

When a SAC mark consists of a number of small tasks or tests and a student does not complete or submit one of the tasks on the due date and there is no medical certificate or extension granted, that task/ test is given a zero, but the overall SAC mark is not an ‘N’.

**Applying for an Extension for Assessed Work**

While a phone call or email from a parent is appreciated, to grant an extension we require a written note from a parent/guardian signed by the parent and student explaining the reason for the request with relevant documents attached (e.g. medical certificate or Statutory Declaration)

The note requesting an extension MUST be provided by the day before the due date of the assessment.
ABSENCE FROM SCHOOL ASSESSED WORK

Purpose

To ensure consistent compliance with VCAA guidelines and an opportunity for students with good reasons for absence to complete school assessed work.

Where students are absent for an assessment task or SAC they are required to provide a medical certificate or a statutory declaration. If this does not happen the student will receive an 'N' for the assessed task and an overall 'N' for the subject.

- Students must have a valid reason for missing the SAC. Usually this will require the production of a medical certificate on the day they return to school.
- If the student’s absence is deemed valid, the SAC will be rescheduled to the next available before/after school time.
- Where no satisfactory reason is received the student is to be given a zero and an N.
- If the student does not sit the SAC at the scheduled catch up time, he/she is given a zero mark and an N unless there is a satisfactory reason for the further absence. If there is a satisfactory reason the catch up will be rescheduled.
- Where students are unable to do a catch up SAC in a reasonable time due to extended absence they can be awarded an estimated grade based on what is known from other class work and SACs.

AWARD OF S/N FOR SCHOOL ASSESSED WORK

Purposes

- To ensure that students complete assessment tasks to the best of their ability
- To ensure that students who are seriously failing in a unit make a prompt transition to another course where possible
- To support the recommendation process by showing students how their performance will be assessed in the following year of VCE.
- To develop students’ responsibility in meeting deadlines.
- To raise student expectations and work practice levels.

Where a student has achieved a score of less than 30% in a SAC or assessment task they will be deemed to have failed and not entitled to re-sit unless their most recent work practices are at or above 3.7 or there are special circumstances which need to be considered.

Where students have a mark between 30% and 49% they must re-sit and gain a mark of not less than 50% or significantly improve in order to receive an S. Special consideration also applies to this provision. When a resit has been successfully completed the grade is recorded as an S but the original percentage mark for the assessment does not change on the student’s report.

Students with a mark above 50% may not re-sit.

Year 11
In semester 1 where students fail an assessment task, the Senior School Leader, level coordinator and the class teacher will consider whether the student should be removed from the class in consultation with the AP. The student may be placed in another more suitable subject depending on individual circumstances.

In semester 2 students who fail an assessment task may be removed from the subject.

**Year 12**

Year 12 requires that students complete at least 4 unit 3&4 sequences including English. A student who fails a SAC in either unit 3 or 4 cannot complete that sequence and will be removed from the subject.

**ATTENDANCE**

**Purpose**

To ensure all students have the greatest possible opportunity to achieve their best outcome through maximum exposure to learning.

All VCE students must have a minimum attendance of 95% of scheduled classes for each unit. All absences should be covered by a medical certificate or note from a parent on the day of return to school.

Any absence from a SAC must be accounted for by a medical certificate or statutory declaration. Failure to do this will result in being ineligible for a re sit, and an N for that piece of work and for the unit. **This documentation must be provided to the coordinator in a timely fashion, preferably the very next school day.**

If a student is exited from class for unacceptable behaviour, this may be recorded as an unapproved absence. This is to ensure a productive learning environment for all students and to reinforce the message to students that they have a responsibility for their own progress and supporting the progress of other students.