

Senior Years Policy

STAFF GUIDELINES 2019



VCE

- Staff must ensure that they are using the currently accredited VCAA VCE curriculum STUDY DESIGN as the basis for subject teaching and learning.
- Staff must refer to and apply information contained in the Advice for Teachers publication available for each study. This publication also contains assessment information and is available on the VCAA website along with the study designs.

VCAL

- Staff must ensure they are using the current VCAL Curriculum Planning Guides, VCAL Curriculum Assessment Guides and VCAL Quality Assurance templates. All these documents can be accessed via the VCAA website.
- Staff should refer to the Casterton Secondary College Staff VCAL reference guide.

Staff should regularly access information on the VCAA website for updates and amendments to study designs, for past exams, resources and advice from examiners (www.vcaa.vic.edu.au).

Staff should also read the VCAA *Bulletin* which is available online through VCAA.

Staff must adhere to all VCAA administrative dates and school expectations and directives in their delivery of VCE and VCAL Units.

Subject teachers of senior classes at CSC will provide students with the following information (ref: VCAA VCE and VCAL handbook)

- A copy of unit study designs (which contain the key knowledge and skills and assessment for the unit) or VCAL unit guides with tasks and due dates.
- All work the student needs to complete to achieve S for the unit.
- All work the student needs to complete for School-based Assessment.
- How to submit work
- Timelines and conditions under which assessment tasks are to be conducted, including whether resources are permitted.

QUALITY ASSURANCE: VCE School-based Assessment audit

As part of the VCAA's ongoing monitoring and quality assurance program for the VCE, assessment tasks for School-based Assessment in each VCE study and scored VCE VET program can be requested for audit from schools.

The purpose of the School-based Assessment Audit is to ensure that School-based Assessment is conducted in line with VCAA principles of assessment and the requirements of the relevant study design, using appropriately designed tasks. For the VCAA the audit is a useful source of feedback about how curriculum and assessment are implemented in practice, especially when revisions are made to study designs. The outcomes of the audit also assist in planning the VCAA's assessment advice and professional development support for teachers.

For VCE providers, the audit can help identify instances for improvement and to set up professional conversations about teaching and learning.

The VCAA will draw any irregularities identified by the auditing process to the attention of the principal. In the event of serious irregularity, the Executive Committee

of the VCAA will determine whether disciplinary or other procedures will apply and may alter schools' assessments in the light of evidence presented.

QUALITY ASSURANCE: VCAL School-based Assessment audit

Every year the highest level of VCAL taught, in a rotation of the strands of Literacy, Numeracy, Personal Development Skills or Work Related Skills, is audited. The teacher responsible for taking the class must complete the relevant template in consultation with the Senior Years Educational Leader. The staff member must also present their unit of work at a Regional meeting of VCAL teachers.

ATTENDANCE

- 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 attendance rules, and the school therefore wishes to assign an N to the unit, the school must assign an N for one or more outcomes.
- CSC policy requires all students to have a minimum of **90% attendance** for each class in which they are enrolled. It is an expectation however that students in year 11 and 12 achieve close to 100% attendance due to the exacting complex requirements of the senior years. Staff will keep accurate records of each student's attendance and alert the Senior School Coordinator if a student is at risk of failing their subject. Days missed due to school sporting events and other school extra-curricular activities are not included in absence figures.
- **CSC deems less than 90% attendance at years 11 and 12 to be a substantial breach of attendance rules. This will be dealt with under the Breach of Rules process.**

SATISFACTORY COMPLETION OF VCE UNITS

For satisfactory completion of a VCE unit (S), 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 each outcome. Students should be provided with multiple opportunities to develop and demonstrate the key knowledge and key skills required for the Outcomes for the Unit. Satisfactory performance on these tasks, as outline below, is sufficient evidence to award an 'S' for the outcome. Students must satisfy all Unit Outcomes to achieve an 'S' for the unit. The decision to award an 'S' for the unit is distinct from the assessment of levels of achievement.

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 assessment tasks to the class teacher by 3.30 on the due date.
- submit SACs and/or SATs during class time on the due date.
- submit work that is clearly his/her own
- attend 90% of class time
- observe the VCAA and school rules.

Not Satisfactory VCE unit result

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

- the average of all assessment tasks do not demonstrate achievement of the outcome/s to the standard of 50% or above.

- At year 12 level, if students still do not achieve a standard of 50% on the SAC/SATs for an outcome, after one chance to resit/resubmit the SAC/SAT.
- 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 (illness- acute or chronic, long term impairment or personal circumstances 11.3.1 VCAA Administrative Handbook).
- the work cannot be authenticated
- there has been a substantial breach of rules including school attendance rules.

ASSESSMENT

- **All students must be given one week's notice in writing (at Unit 3 / 4 level) of an intended SAT (School Assessed Task) or SAC (School Assessed Coursework) due date.**
- If teachers wish to reschedule an assessment task because their students are not ready to be assessed, or due to other circumstances, they should provide adequate notification to **all** students in the class.
- An extension of time for all students in a class should be given only on the condition that they are all given adequate notice and that no student in the class is advantaged or disadvantaged.
- **Most work for the assessment of Unit Outcomes and School-Assessed Coursework or Tasks is to be completed in class and where possible under test conditions.** However, this does not preclude normal teacher expectations for a student, to complete research and learning activities and tasks which contribute to the student gaining the key knowledge and skills outside of class time.
- **If students do not submit their work by the specified date,** the school will refuse to accept it and award an NA. Students will only be awarded 0 if a task was submitted and did not meet any of the specified criteria for that task.
- **In Units 1-4 assessment tasks for each Outcome in a subject must average 50% or above for the student to receive a satisfactory result for each Outcome.** Students must be provided with **multiple opportunities** to develop and demonstrate the key knowledge and key skills required for the outcome for the Unit.
- **In addition,** in Units 3 and 4, students must gain **50% or above result in each SAC/SAT** to satisfactorily complete a Unit. If a student fails to meet this standard, the teacher may permit the student to re-sit the SAC or similar task (to a maximum of 1 further attempt) to achieve satisfactory completion of the SAC or submit further evidence to achieve satisfactory completion of a SAT. The subject teacher may also consider other pieces of assessment in the awarding of the satisfactory completion of an Outcome.
- **SAC re-sits** will occur **after school** on a day determined by the Senior School Leader in consultation with the subject teacher. The student must supply a medical certificate if they do not attend the scheduled resit in order for another time to be allocated. Students **may not resubmit** work to improve a School Based Assessment score. The original grade for the SAC/SAT will be submitted to VCAA to determine the student's study score for the subject.
- **Students must gain a satisfactory result in each Outcome of a Unit to satisfactorily complete the unit.**

SATISFACTORY COMPLETION OF VCAL UNITS

- Written instructions for assessment tasks/activities will be clear, explicit and provided at the start of any task.
- Students will know the criteria by which satisfactory completion will be established.
- Time allowed to complete a task will be reasonable and may take place over a number of weeks although smaller parts of a larger project may need to be completed within lesson timeframes.
- Staff must keep accurate record of student task completion in the awarding of Outcome results.
- Due dates for written assessment tasks will be given in writing.
- Students must demonstrate competency in each of the outcomes at least 3 times to be successful in a unit.
- Students will have the opportunity to demonstrate achievement at their own pace but they **MUST comply with due dates** set to achieve recognition for their work.
- VCAL students must abide by attendance, authentication and due date policy in accordance with the rules for VCE students.
- Students, parents and employers need to sign the SBA and SWPL guidelines policy which works in partnership with school requirements for satisfactory completion of VCAL.

AUTHENTICATION

- For School-assessed Coursework/Tasks done outside class time, teachers must monitor and record each student's progress through to completion. This requires regular sightings of the work by the teacher and the keeping of dated records (using official VCAA template), teacher journals and digitally stored photos to authenticate work and protect against loss or damage. Students should also digitally record their progress and save drafts of work.
- It is strongly recommended that all SACs at Unit 3 / 4 level be completed under test conditions to ensure authentication of the student's grades.
- Staff must ensure that all unacknowledged work submitted for assessment is genuinely the work of the student.
- To reduce the possibility of authentication problems occurring in VCE Units 1 to 4, the following strategies are useful:
 - Teachers should ensure that tasks are kept secure prior to delivery, to avoid unauthorised release to students and compromising of the assessment. They should not be sent by mail or electronically without due care or stored on open school networks or USBs.
 - 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 from one academic year to the next, to ensure that students are unable to use other students' work from a previous academic year.
 - Ensure that tasks are not recycled from one academic year to another to prevent student use of other student work from previous years.
 - Suitably modify commercially produced materials to ensure the school can authenticate student work.

- A teacher may ask the student to demonstrate his/her understanding of the task at or about the time of submission of the work. If any part or all of the work cannot be authenticated, then the matter must be dealt with as a *breach of rules*.

BREACH OF RULES

If a student is deemed to have breached VCAA examination rules or School-based Assessment authentication rules staff must immediately notify the Senior School Educational Leader and/or the Assistant Principal. The staff member will need to put in writing the grounds for breach of rules and attach any supporting evidence. The Assistant Principal and Senior School Educational Leader will then interview the student and based on the evidence and student account present the case to the Principal. The Principal will either accept or reject the claims based on the evidence presented and parents will be contacted. Parents and students have a right of appeal by placing their grounds for objection in writing to the Principal within two working days of the outcome decision. Depending on the seriousness of the breach of rules and the extent of the breach, the Principal may choose to give a grade percentage deduction or a zero for the entire task. In the case of students breaching authentication rules on an assessment task and where plagiarism can be clearly demonstrated, in consultation with the Senior School Educational Leader and the Assistant Principal, the student will receive a zero grade for the assessment task. Where two students submit the same or very similar work and it cannot be determined who is the rightful author of the work, both students will receive a zero for the assessment task.

Parents and students can appeal a School Based Assessment breach of the rules decision to VCAA within two weeks of the school's decision.

Retention of VCE School-based Assessments

Casterton Secondary College policy is NOT to return completed SACs to students. Staff members may prepare a separate feedback sheet for students or go through the SAC with the student before recollecting and filing. The VCAA will not usually request to see copies of student work, however, as part of the School-based Assessment Audit program, the VCAA may request that a school submits copies of specific School-based Assessment completed by students. Staff may shred the work at the end of each academic year or keep examples for their own professional use (with the students names removed). Privacy and confidentiality in storing and using student work should be observed at all times. SAT folios must be retained by the school until the designated VCAA release date.

FEEDBACK

- Appropriate **feedback** includes:
 - Advice on particular problem areas
 - Advice on where and how improvements can be made for further learning
 - Reporting S or N decisions and/or written comments on students' performance against each outcome.
 - Teachers may give students their marks on individual School Assessed Coursework tasks but must stress that they are of a "conditional nature" and may change as a result of **statistical moderation**.

TEACHER ASSISTANCE

- Inappropriate **teacher assistance (for items to be assessed)** includes:
 - Providing detailed advice on, corrections to, or actual reworking of, students' drafts or productions or folios
 - Providing structured outlines with detailed suggestions or instructions for completing work that may constitute undue assistance
 - Providing or interpreting data and providing content or concepts not already mentioned by the student in draft work or in their design briefs.

- Teachers must not mark or provide comments on any draft of work that is to be submitted for School-assessed Coursework.

EXTENSION OF TIME

Extension of time for an individual student to complete a task will **only be given in special circumstances** and after consultation with the Senior School Leader and the Assistant Principal. An extension of time must be approved prior to and **will not be granted, on the day** of a scheduled SAC or SAT due date.

TERM 3 SAC/SAT DATES

All unit 3 / 4 teachers will be expected to allocate proposed dates for their SACs and due dates for SATs on a term 3 calendar to assist students with their study plans and time management in Unit 4. Students will be given a copy of this calendar and a copy will be placed in the staffroom for staff to gauge student workloads.

COMPLETION OF VCE UNITS WITHOUT CALCULATION OF A STUDY SCORE

Schools are encouraged to support students to undertake scored assessment wherever possible as it is the best way to maximise opportunities and pathways to further education and training.

The VCE does provide the opportunity to complete units without completing all graded assessments (two graded assessment scores are required to achieve a study score) but still demonstrate Satisfactory Completion of a unit.

In some cases, schools in consultation with students and parents may recommend completion of one or more VCE units without completing all the graded assessments or sitting the examination. In this case a study score will not be calculated for the study. Schools are best placed to advise on individual cases where students may benefit from this option, for example, where students are at risk or have other valid reasons for not undertaking scored assessment.

It is important that students with parental support choosing to complete a unit without a study score, understand the greater number of pathways available when scored assessment is completed.

VCE AND VCAL STUDENTS- Under performance or risk of failure

Staff must communicate student concerns to Senior Years Educational Leader

An Interim Report may be generated when staff raise concerns about a student's lack of work ethic and/or failure to submit assessment tasks. Parents and the student will then be required to attend an interview to discuss ways for the student to improve.

RECORD KEEPING

- Staff must keep accurate attendance records of all students in every class.
- Staff must keep accurate assessment records and take due care when providing information to VASS and parents about student achievement.
- Staff must keep SACs and other evidence to authenticate student work.

Lost, stolen or damaged work for all VCE and VCAL students

If a teacher or student has lost work or had work stolen or damaged, they must make a written statement explaining the circumstances. The statement must be signed, dated and given to the Senior School Educational Leader. The Principal/Assistant Principal, acting on advice from the teacher and Senior School Educational Leader, and on the basis of records kept, shall determine the unit result for the student.

Note: This does not apply to work lost or damaged due to computer misuse or malfunction.

Care in the use of computers for all VCE and VCAL students

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

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

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 to 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* (*This publication, will be provided to students and the importance relevant sections highlighted, in a meeting with the students*).

Students sitting exams will be provided with clear instructions in regards to protocols for exams, prior to the GAT and the end of year exams, including the processes, emergency procedures and VCAA requirements.

Senior school staff best practice

- Provide a copy of Unit Study Designs to all students (1-4)
- Establish a Partnership with another small school for support and to moderate student work. Staff of Year 12 classes with less than 5 students need to discuss the need for a Partnership with the Senior Years Educational Leader. An exemption may be sought for experienced staff members.
- Year 12 VCE students should be given a minimum of 4 hours of homework per subject per week. This could take on a variety of forms from structured questions, summaries, glossaries of terms, collecting quotes, practice exams and or research.
- Keep accurate attendance records for students in their classes.
- Provide multiple opportunities to students to develop the VCE key knowledge and key skills or to satisfy VCAL Outcomes.
- Give regular and timely feedback to students through marks, written comments or verbal dialogue. Get students to assess their own work/effort and cross mark answers in class to generate discussion.
- Structure large tasks clearly using written steps and set dates for short term goals to be met. This is particularly important with folio tasks and practical productions so that students are very aware of the scope of the task (for time management and completion of the written components).

- Provide marking/assessment guides for students when giving out the SAC, SAT or assessment tasks.
- Regularly review course work either through quick quizzes or start each lesson reviewing key concepts from the previous class.
- Produce timetables of work/homework to be covered so students know what to expect.
- Attend PD to ensure latest knowledge is acquired.
- Establish a network with other staff in the region.
- Regularly reinforce expectations of students and value and recognise the work they are doing.
- Emphasise exam key knowledge and skills, as coursework is covered. Give examples of how students might use the information/concepts in an exam context. Teach study techniques as part of the course content. Model excellent answers and practice exam questions regularly.
- Expect work missed due to absence from school to be caught up. Enrol students in Lunch Time classes.
- Encourage communication from the students so that you can help them reach their potential and to encourage their assertiveness skills.
- Communicate with parents and Educational Leader any change in students achievement (positive and negative) sooner rather than later. Most parents appreciate being kept informed of their son/daughters progress and resent finding out lack of achievement only on official reporting systems when it is often too late to get their support and make a difference!
- Evaluate the structure, content and presentation style of your lessons regularly. This can be achieved through formal or informal surveys of the students, through peer observation or through reflection and making notes of PMIs for future reference.
- Staff must ensure that the appropriate authentication procedures are followed.
- Encourage students to use the year 12 room and Resource Centre for “study sessions” after school, and check regularly to see if students require assistance.
- Refer to the CSC Staff, Student and Parent Code of Conduct and the Senior Years Policy for further information.