

ST BEDE'S COLLEGE



VCE HANDBOOK

CONTENTS

1.	Introduction.....	3
2.	VCE Panel.....	3
3.	Student Appeals.....	3
4.	Attendance Policy.....	4
5.	School Assessed Coursework (SACs) & School-Assessed Tasks (SATs) Policy.....	4
6.	Granting of Alternative Submission Dates.....	7
7.	Failure to submit or present for SAC/SATs on due date.....	7
8.	Computer Use.....	8
9.	Authentication.....	8
10.	General Achievement Test (GAT) and External Examinations (VCAA Examinations).....	9
11.	Special Provision.....	10
12.	Forms of Special Provision.....	12
13.	Criteria for Eligibility of Special Provision.....	13
14.	Reporting.....	14
15.	Vocational Education and Training (VET) in the VCE.....	14
16.	VCAL.....	14
17.	Withdrawal from Study.....	15
18.	Ungraded Applications Unit 3/4.....	15
19.	Changes to this Handbook.....	16
	APPENDICES.....	17
1.	Appendix 1 - Policy for Referencing Sources.....	17
2.	Appendix 2 - Student At Risk Sample Letter – continued next page.....	19
3.	Appendix 3 – Sample Provisional N Letter – continued next page.....	21
4.	Appendix 4 – St Bede’s College Attendance Statement.....	23
5.	Appendix 5 – Abbreviations used in handbook.....	25

1. Introduction

VCAA WEBSITE – Students and parents are advised to access the Victorian Curriculum Assessment Authority (VCAA) website – www.vcaa.vic.edu.au

This website is an excellent source of information on aspects of the Victorian Certificate of Education (VCE) and the Victorian Certificate of Applied Learning (VCAL).

- 1.1. The administrative policies contained in this handbook apply to all students undertaking the Victorian Certificate of Education (VCE) or Victorian Certificate of Applied Learning (VCAL) at St. Bede's College.
- 1.2. **Responsibility rests with students and parents** to familiarise themselves with the policies contained in this handbook. Enrolment in the VCE/VCAL is conditional upon signing the acknowledgement form.
- 1.3. The policies in this handbook have been produced in accordance with, and are based on, the VCE & VCAL Administrative Handbook, issued by the Victorian Curriculum and Assessment Authority (VCAA).
- 1.4. Students will be required to complete paperwork in regards to enrolment at various times. This includes ensuring contact details are up to date, subject enrolments are correct and permission to release results has been authorised/refused. The student should ensure enrolment information has been correctly recorded and ask the VCE Administrator to make alterations as necessary.

2. VCE Panel

- 2.1. The VCE Panel is appointed by the Principal and has the task of implementing VCE Administrative policies and procedures. The VCE Administrator will chair the panel. The panel usually consists of at least 3 members and may include the Deputy Principal for Teaching and Learning and the Deputy Principal of Student Welfare.
- 2.2. The panel will:
 - (a) investigate alleged student breaches of VCE/VCAL policies
 - (b) advise the Principal of any significant breaches of VCE/VCAL policies
 - (c) advise the Principal as to whether consequences should be imposed on students who breach VCE/VCAL policiesand where appropriate
 - (d) inform the student of consequences imposed in writing.
 - (e) deal with the assessment of students' outcomes which are submitted late or are incomplete.
 - (f) deal with students who fail to meet the attendance requirements and are therefore unable to satisfactorily complete a unit.

3. Student Appeals

The student has the right of appeal an imposed consequence. A statement of intention to appeal must be made in writing to the VCAA less than 14 days after the student is notified of his consequence by the VCE Panel.

Details of the appeal process appear in the VCAA VCE & VCAL Handbook, which will be available from the VCE or the VCAA website.

4. Attendance Policy

- 4.1. College Policy, in line with the VCAA Policy, requires a high attendance rate of students in all Units of Study to ensure satisfactory completion of the Unit. School approved events, cases of illness supported by a **medical certificate or statutory declaration** and circumstances beyond the student's control such as bereavement, are eligible for special consideration/exemption.
- 4.2. Students with a high number of absences (usually more than 10% of classes missed) throughout the semester will be unable to meet the College's attendance policy and may, as a result, receive an N (Not Satisfactory) for that Unit of Study. Students may receive a "Student at risk" letter if attendance is falling below the minimum requirement. The St. Bede's College Attendance Statement is included in the Appendices to remind parents and students of attendance responsibilities.
- 4.3. Victorian Curriculum Assessment Authority (VCAA) policy also requires a minimum attendance rate as a condition for Unit credit. Students who do not meet the minimum attendance are identified on the VCAA computer records and are subsequently deemed by VCAA as **NOT TO HAVE COMPLETED UNITS**. The non-credited units **do not appear** at all on their Certificates, thus reducing their chances of being awarded the VCE (Minimum of 16 Units completed at "S").
- 4.4. Coursework Grades/School Assessed Task Grades achieved in non-credited Units do not contribute to a student's Australian Tertiary Admission Rank (ATAR).
- 4.5. In many instances students will be required to demonstrate achievement of the specified outcomes for a Unit by assessment tasks which must be completed by a specific date. Absences which impact on the student's ability to demonstrate these outcomes will require an application to the College for Special Provision. In each instance of legitimate grounds, a decision will be made as to how the student is to demonstrate achievement of the specified outcomes.

5. School Assessed Coursework (SACs) & School-Assessed Tasks (SATs) Policy

- 5.1. At the beginning of **EACH UNIT**, students will be given:
 - an **OUTLINE** of the Unit.
 - a list of the Coursework Assessment/School-Assessed Tasks with the expected dates for their completion and submission.
- 5.2. **Achievement of outcomes for satisfactory completion**

Students are required to complete and submit each assessment task to the subject teacher on or before the due date. If the work meets the requirements of the Study Design, the student will receive an 'S' for **satisfactory** demonstration of the designated outcomes. If the work submitted does **not** meet the requirement of the Study Design, or the student has not adhered to the attendance requirement outlined above the student may receive an 'N' for **non-satisfactory**.

Note: An 'N' for a Coursework Assessment would result in an 'N' for the Unit of Study **REGARDLESS** of the student's Examination Grades.

Coursework results in 'N' subjects do not contribute to a student's ATAR.

5.3. School Assessed Coursework (SACs)

Coursework Assessment is an assessment of each student's level of achievement based on the School Assessed Coursework tasks (SACs) set by the subject teacher. These tasks must be completed within a limited timeframe and must be completed mainly in class time, though some work can be set for completion out of class. Any out of class work must be authenticated by the subject teacher.

In each case teachers will indicate, as part of the instructions for the coursework assessment, the method by which the work is to be submitted.

Teachers are to collect all student work at the end of each session. Students must ensure they submit their work to the teacher before leaving the room.

Teachers must not provide undue input before completion of a task.

If a word count is relevant to an assessment task, it will include all material provided by the student which is presented for assessment. Citations of references, mathematical calculations, tables of figures, graphs, diagrams, maps, photographs, page numbers, student identification material and any additional material which is submitted to support the student response will not count.

All resources need to be acknowledged.

Students must only have authorised materials during assessment.

Electronic devices must be switched off and handed in at the beginning of the task.

As Coursework tasks are done mainly in class and within a limited timeframe, the nature of Coursework means that teachers will not be looking at draft material.

Teachers are not required to formally sight drafts or to record their completion.

Students who submit work that does not satisfactorily demonstrate knowledge and skills may receive a Provisional N.

Students may resubmit work to meet satisfactory completion requirements of a Unit. Students may not resubmit tasks for the reconsideration of Coursework scores awarded by the school. Students are encouraged to keep all coursework notes in order as this may provide further evidence of satisfactory completion of an outcome.

5.4. Failure to submit SAC on due date

- (a) **ABSENCE FROM SAC** - Absent students with legitimate cause, substantiated by documentary evidence, may be granted Special Provision to complete an equivalent task.
- (b) Students must return a completed 'Alternative SAC date' form within **four school days** of their absence. This application form is available from the VCE Matters section of the Student Portal.
- (c) Special Provision due to absence from coursework assessment **will not be given** to students with a **poor attendance record**, or to those students seeking Special Provision on **repeated occasions**.
- (d) **All missed Unit 3/4 SACs will be scheduled for 3.30pm on the first immediate Day 1 upon returning to school. Unit 3/4 missed SACs are not completed during class time. Failure to attend a catch up SAC session without authorisation by the VCE Administrator will result in a ZERO score for the task. Students will still need to attend the following Day 1 to complete the task in order to achieve an S (Satisfactory) for the relevant outcome but the zero grade will stand. Failure to attend a second time will result in an N (Not Satisfactory).**
- (e) If students do not submit their work by the specified date, the College may accept the work to indicate a satisfactory achievement of an outcome, but will be awarded a **ZERO** for the task.

- (f) Special Provision will only be granted to students with legitimate cause, **SUBSTANTIATED BY A DOCTOR'S CERTIFICATE** or other appropriate **INDEPENDENT DOCUMENTARY EVIDENCE** in the case of family/personal crisis.

Students must note that:

The results awarded by teachers are NOT the student's final results because of the process of statistical moderation carried out by the VCAA. Coursework scores may change following moderation, which is carried out using GAT and examination results. It should be noted that students' total scores for Coursework will be moderated, NOT the scores for individual tasks/outcomes (SACs).

5.5. School-Assessed Tasks (SATs)

This form of graded assessment is applied to the studies of Art, Visual Communication and Design and some Technology subjects.

Students are required to submit School-Assessed Tasks on or before the College determined due date according to the instructions outlined by the teacher. These School-Assessed Tasks will be graded against criteria set by the VCAA.

Resubmission of work

Students may resubmit work to meet satisfactory completion requirements of a unit. Students may not resubmit SATs for the reconsideration of scores awarded by the school

It is a College decision as to whether student SATs are returned at the end of the school year. Exceptions will be made in the case of Art folios where interviews have been arranged. Access must be arranged with the relevant teacher.

Students must note that:

The results awarded by teachers are NOT the student's final results because of the process of review carried out by the VCAA. SAT scores may change following individual students or whole subject reviews by the VCAA.

5.6. Lost, stolen or damaged SATs or SACs

If a teacher or student has lost a SAC or it has been stolen or damaged, a written statement explaining the circumstances must be made. The statement must be signed, dated and filed at the school. The Principal will determine an initial score for the assessment task, acting on advice from the teacher and on the basis of records kept. Note: This does not apply to work lost or damaged due to computer or printer malfunction or usability, these are simply counted as Not Assessed (NA).

If a teacher or student has lost a School-Assessed Task, or the task has been stolen or damaged, they must complete a written statement of the circumstances. The statement must be signed and dated. The school must complete the Lost/Stolen/Damaged School-Assessed Tasks form, enter an estimated score on VASS, and send the form to the VCAA. The Principal, acting on advice from the teacher and on the basis of records kept, will determine an initial assessment. The initial assessment may be adjusted as a result of the review process. If the School-Assessed Task is required for review, the Study Record form for that student must be annotated as Lost/Stolen/Damaged (LSD) by the school. This procedure does not apply to work lost or damaged due to computer misuse or malfunction.

6. Granting of Alternative Submission Dates

6.1. Requesting an alternative submission date before the due date for any type of graded school assessment

Extensions of time to complete Graded School Assessments (SACs/SATS) are only possible under **extreme circumstances** and within **strict limits**. Any student suffering extreme difficulty in completing Graded School Assessments by the due date should see their Subject Teacher and the VCE Administrator to complete an 'Alternative SAC Date' form and have the matter considered by the VCE Panel. Requests for extensions should be made prior to the due date of the assessment.

The decision of the VCE Panel will be conveyed to the student, in writing.

- If an extension of time is granted, a new date will be agreed upon between the student and the Panel, after consultation with the Subject Teacher.
- If an extension of time is denied, the original date will remain effective.

7. Failure to submit or present for SAC/SATs on due date

7.1. A student who fails to submit an **extended** SAC/SAT by the **DUE DATE** and who has not been granted an extension of time by the VCE Panel may either:

- (a) have the SAC/SAT accepted late (within the current term) and graded for the purposes of determining an 'S' for the Unit. This student will however be awarded a **ZERO** grade for Coursework Mark calculation.
- (b) not have the SAC/SAT accepted late, and be given an 'N' for the work and, in effect, for the Unit.

Whichever alternative applies will be determined by the Principal, after consideration of the circumstances applying to the case and after consultation with the VCE Panel.

7.2. A student who is **absent** from class/school on the day of a **class** SAC may apply for an alternative SAC date to complete a similar task at a SAC catch-up session. Please refer to Section 5.4 for details.

7.3. A student who is absent on the due date of a SAT needs to make contact via phone with the VCE Administrator in the morning to discuss alternate submission arrangements. This may involve the student/parent/guardian/friend delivering the assessment task to the College directly to the VCE Administrator. SATs should not be delivered to College reception or any other staff member other than the student's subject teacher or VCE Administrator.

7.4. Special Provision will only be granted to students with legitimate cause, **SUBSTANTIATED BY A DOCTOR'S CERTIFICATE** or other appropriate **INDEPENDENT DOCUMENTARY EVIDENCE** in the case of family/personal crisis.

7.5. Applications for Special Provision must be submitted to the VCE Administrator on the appropriate form. The completed application form (with appropriate documentation attached) must be returned to the VCE Administrator within 4 school days of the student's return to school following the absence.

7.6. If no application is completed, **no documentary evidence** is provided or no contact is made with the VCE Administrator, the student will be awarded a **ZERO** mark for the SAC/SAT. He may redeem an 'S' by arranging an Alternative SAC date. If the work is of a **satisfactory standard** an 'S' will be awarded – but a **ZERO** mark will be given for Coursework result calculation. If the work is **not** of a satisfactory standard an 'N' will be awarded for the SAC/SAT – and, in effect, for the Unit.

8. Computer Use

The relevant extract from the VCAA Handbook regarding computer use states that:

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

- There is an alternative system available for use in case of computer or printer malfunction or unavailability.
- Hard copies of the work in progress are produced regularly to meet drafting and authentication requirements.
- Each time changes are made the work is saved onto a backup file/USB. The backup file/USB should not be stored with the computer.

9. Authentication

The following rules outlined by the VCAA apply to all Coursework and School assessed Tasks. Students also need to be aware that it is **their responsibility** to ensure that the teacher has no difficulty in authenticating their work.

9.1. Students must ensure that all unacknowledged work submitted for coursework is their own.

9.2. Students must acknowledge all resources used, including:

- text and source material
- the name(s) and status of any person(s) who provided assistance and the type of assistance provided

9.3. Students must not receive undue assistance from any other 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 that 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
- Actual corrections or improvements made or dictated by another person.

9.4. Students must not submit the same piece of work for assessment in more than one study or more than once within a study.

9.5. Students who knowingly assist other students will be considered in breach of VCE rules and may be penalised.

9.6. If work is completed outside of class, students will be required to sign the Declaration of Authenticity at the time of submitting the completed task. This declaration states that all unacknowledged work is the student's own. Students must also sign a general declaration that they will observe the rules and instructions for the VCE, and accept disciplinary provisions.

9.7. For School-Assessed Tasks students must:

- (a) Produce appropriate evidence of the development of the work, from the process of planning and drafting, through to the production of the final piece of work. This will enable the teacher

to monitor and record the development of the work and to attest that the work is the student's own.

- (b) Submit evidence of the development of each School-Assessed Task.
- (c) Sign the **Declaration of Authenticity** at the time of submitting the completed task. This declaration states that all unacknowledged work is the student's own.

10. General Achievement Test (GAT) and External Examinations (VCAA Examinations)

10.1. All students enrolled in one or more sequences of a scored Units 3 & 4 must sit the General Achievement Test (GAT).

10.2. Purpose of the GAT

The GAT is an essential part of the VCE assessment procedure. Although GAT results do not count directly towards VCE results, they do play an important role in checking that School-based Assessments and examinations have been accurately assessed. GAT results are used in the calculation of Derived Examination Scores (DES).

The VCAA will use GAT scores in:

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

A statement of GAT results is sent to the student and to the school. It is not provided for either tertiary entrance or employment purposes.

10.3. Derived Examination Score (DES)

The calculation for the DES uses all available scores for the student in the affected study and the indicative grade for the examination provided by the school and the GAT component scores.

For each approved application for a specific examination, the VCAA will calculate a range of possible DES scores, which will be calculated statistically from the student's other assessments, including:

- moderated School-based Assessments
- GAT component scores
- other examination scores (if applicable)
- indicative grades provided by the school

10.4. Examinations are set by panels appointed by the VCAA

The Principal of the school is authorised by the VCAA to take responsibility for the administration and conduct of examinations within rules, regulations and procedures set down by the VCAA in the VCE/VCAL Administrative Handbook and the Examination Supervisors' Manual.

Students will be required to observe the rules and regulations set down by the VCAA for the conduct of examinations. All serious breaches of rules will be reported to the VCAA.

Assessment will be based upon published criteria and, where necessary, discrepancy marking by a second or third assessor who will assess the task without knowledge of the previous assessments. Examinations will be subject to independent marking by panels appointed by the VCAA.

10.5. Special Exam Arrangements

Special Exam Arrangements may be made to meet the needs of students who have physical or other disabilities or illnesses that would prevent them from achieving their optimum performance in an examination or in the General Achievement Test. There are specific criteria and documentation needed to be submitted. The decision for Special Exam Arrangements is made by the VCAA. Students will be informed of the success or otherwise of the application. Students who are given Special Examination Arrangements will be given a Special Examination Arrangement advice slip they should take to the examination(s).

10.6. Absence From Examinations

All absences from examinations and the GAT are noted on the attendance rolls at the time of sitting. NA will be reported on the Statement of Results. Where a student has been prevented from undertaking an examination due to circumstances that warrant Special Provision, the VCAA is informed through VASS and an application may be made for a Derived Examination Score. The VCE Administrator must be notified at the earliest possible time.

10.7. Examination Timetable Clash

If a student has an examination timetable clash on a particular day, the VCE Administrator must be notified in writing with a request to reschedule.

Note: For Unit 3 & 4 examinations, a clash of exams will mean rescheduling of one of the exams to another time on the same day. This may also mean supervision in between examinations

10.8. Student Numbers, ID and PINs (Personal Identification Numbers)

The Student Number is a key identifier that allows the VCAA to securely maintain student result data and to identify the student for an examination.

The VCAA is committed to protecting student information and handles all personal information in accordance with the Information Privacy Act 2000. The confidentiality of a student record should be restricted to the student themselves, to the Administrative staff at their home school and assessing school, to VCAA staff who have a specific role in the maintenance of that data and to VTAC for the purpose of the calculation of the ATAR.

Students are advised that they should keep their PIN in a secure place to avoid unauthorised access to their results on the Results Service at the end of the year.

Students must identify themselves by writing their student number on scripts used for examinations. Student numbers are provided by the VCAA and distributed to the student by the College. This number is issued upon first enrolment in VCE/VCAL and doesn't change whilst the student is completing her VCE/VCAL Certificate. Students are required to carry their student ID cards for all examinations.

11. Special Provision

11.1. Students of Non-English Speaking Background

A student studying Units 3 and 4 is eligible to be assessed on English Assessment Tasks using EAL if the student's native language is a language other than English, and if:

- (a) the student has been a resident in Australia or New Zealand for a period of not more than seven calendar years immediately prior to the 1st of January of the year in which English Units 3 and 4 are undertaken,

- (b) English has not been the student's major language of instruction for a total period of no more than seven years prior to the commencement of the year in which English Units 3 and 4 are undertaken.

A student who believes that he is eligible to receive special provision as a result of his comparative unfamiliarity with the English language must apply to the VCE Administrator.

Where a student has applied for and has been granted EAL status, the student may enrol in English (EAL) or English.

Where a student has applied for and has been granted EAL status, an extension of time may be permitted for SATs and School Assessed Coursework. Students need to apply for an extension by seeing the Head of Student Pathways. Specific arrangements will depend on the nature of the assessment task and will be decided by the VCE Administrator in consultation with the relevant subject teacher. Such arrangements are **not automatic**. Special Examination Arrangements such as an extension of time is **not available for EAL students' examinations**.

Acknowledgment of EAL status does not permit alteration of the grade awarded. The grade must be awarded according to the way in which the work presented meets the criteria for the award of grades as specified by VCAA.

11.2. Enrolment in Second Language LOTES

Chinese (Second Language), Indonesian (Second Language), Japanese (Second Language), Vietnamese (Second Language) and Korean (Second Language) can be studied by students who do not have a Chinese, Indonesian, Japanese or Korean background and have learned all the Chinese, Indonesian, Japanese or Korean they know in an Australian school or similar environment.

Students wanting to enrol in Second Language LOTES need to see the VCE Administrator. Documentation is usually required in October the year before the study commences. The VCAA determines eligibility and grants approval.

11.3. General Special Provision

Special Provision allows schools and the VCAA to report that a student has been unable to perform at an optimum level in assessment tasks and/or examinations because he or she has experienced significant hardship during the course of his or her VCE and VCAL studies.

The onus is on the student to apply to the VCE Administrator for Special Provision. Students who are eligible for Special Provision are not exempt from meeting the requirements for Satisfactory Completion of the VCE or from being assessed against the outcomes for a study.

Special Provision aims to make available procedures that can assist students whose studies are affected by:

- acute or chronic illness (physical or psychological)
- an impairment or disability, including learning disabilities
- any factors relating to personal environment

If a student is granted Special Provision the provision will be an equivalent alternative arrangement. The Provision will not confer an advantage for the student over the other students.

12. Forms of Special Provision

- 12.1 Student program
- 12.2 School-based assessment
- 12.3 Special Examinations Arrangements
- 12.4 Derived Examination Scores

12.1. Eligibility for Special Provision in Student Program

Student must show that they have either:

- been adversely affected by a physical/psychological illness
- been adversely affected by factors relating to personal environment, or
- disability/impairment

Special Provision in student program WILL NOT be considered for:

- prolonged absence from school **not** related to one of the above factors
- teacher absence and other teacher difficulties, or
- unfamiliarity with the English language

12.2. Eligibility for School Based Assessment

Students must show that an:

- illness (acute/chronic), and/or
- impairment (long term), and/or
- personal circumstances, has adversely affected the student's ability to achieve

Strategies for this type of Special Provision include:

- extension of time
- postpone task/reschedule
- use of a 'like' task – tasks of a similar nature that demonstrates key knowledge and skills
- technological aides

The College will consult the VCAA when necessary to ensure provisions are in keeping with likely provisions for examinations if the criteria is met.

12.3. Eligibility for Special Examination Arrangements

This is available to students who have been adversely affected by:

- accident/sudden illness
- personal circumstances or
- long-term impairment (which has demonstrated to affect the student's studies) including:
 - Severe health impairment
 - Significant physical disability
 - Hearing impairment
 - Vision impairment
 - Learning disability
 - Severe language disorder

NB: Enrolled EAL are not eligible for Special Examination Arrangements.

All applications need to be supported with medical or specialist documentation.

Applications could be made for:

- extra reading time and/or extra writing time for the exam
- extra time for rest periods during the exam
- use of enlarged print/Braille (for those visually impaired)

Applications to the VCAA for Special Examination Arrangements have strict documentation and submission guidelines.

12.4. Derived Examination Score (DES)

NB: A student who arrives late and or misreads an examination timetable or paper is not eligible to apply.

NB: Applications must be supported with medical documentation, a school statement and evidence from independent source.

Students seeking DES must complete a form available from the VCE Administrator and submit it personally to VCAA within 7 days of the completion of their personal exam timetable.

The VCAA will determine the success of the application. Students may appeal to the VCAA.

If the application is successful, the VCAA will derive an exam score for each exam affected using the student's coursework + SAT scores, the GAT score; school indicative grades and other examination scores (if applicable).

Group DES is available in an extraordinary situation where an examination has been disrupted or prevented from being conducted (i.e.: storm/evacuation) or an event has had a special effect on the student group (i.e. death of teacher or fellow student) or some form of irregular conduct has occurred (i.e. wrong examination time given). The Principal can apply on behalf of the whole group for a DES.

NB: In all cases (i) to (iv) (except group DES) the onus is on the student to make a formal application for assistance and supply all the necessary supporting documentation.

13. Criteria for Eligibility of Special Provision

Students may be eligible for special provision if they have been:

- Affected to a significant degree by illness, by any factors relating to personal environment or by another serious cause during the period in which an assessment task, the GAT or SAT has been undertaken or at any other time during the semester.
- Prevented by illness, by any factors relating to personal environment or by another serious cause from completing an assessment task, the GAT or SAT.
- Disadvantaged by any physical disability or other impairment.

NB: Absence from school or study for prolonged period is not of itself grounds for Special Provision.

When a student feels that he or she may be entitled to receive Special Provision, the student, or the student's representative, must notify the VCE Administrator in writing as soon as practicable.

Documents such as medical certificates, social worker reports and reports from other professionals will need to be provided. The application will be discussed with the Principal, teacher(s) concerned, the student and parents/guardians before a decision is made whether or not to forward the application to VCAA for assessment.

Students who are granted special provision are also advised to seek advice from the Careers Resource Centre regarding their tertiary studies application.

14. Reporting

- 14.1. All students enrolled in the VCE/VCAL will receive a Statement of Results, from VCAA at the end of the year. The Statement of Results will show satisfactory (S) or not satisfactory (N) results for all units undertaken in the VCE/VET/VCAL. Students enrolled in Units 3 & 4 of a study will also receive an assessment (A+ to E, UG or NA) for each Assessment Task associated with the study and for Coursework.
- 14.2. SAT and Coursework results will be passed on to the Victorian Tertiary Admissions Centre (VTAC) for use in calculating the Australian Tertiary Admission Rank (ATAR). SAT and Coursework results will only be considered where the student has been awarded S for both Units 3 and 4. **Where a student has been awarded N for either, or both, Units 3 and 4 of a study, SAT and Coursework results for that study will not be considered in the calculation of an ATAR.** Where two or more of the grades awarded for a study are UG or NA, then no results for that study will be considered in the calculation of the ATAR.
- 14.3. **Study Score (Relative Position)**

The Study Score (Relative Position) which is reported by VCAA for each student in each study is based on SAT or Coursework scores and has a maximum of 50. The relative position indicates how the student performed **in relation to others who took the study**. Scores of 23-37 indicate the student is in the middle range. A score above 37 is evidence that the student is in the top 15% of candidates in this study.

The symbol UN indicates that the Study Score is unavailable because more than one graded assessment is NA or because the student did not satisfactorily complete both Unit 3 and 4 of a study. Where a Study Score is less than 20, the score will be reported to the student as <20. The actual score will be sent to VTAC and, on request, is available to the student.

15. Vocational Education and Training (VET) in the VCE

VCE VET programs provide credit towards the VCE, typically at Units 1 to 4 however some programs provide credit at Unit 1 and 2 or Units 3 and 4 only. VCE VET programs also provide credit towards VCAL.

ENROLMENTS AND RECORDS

In order to comply with VCE Satisfactory Completion requirements and VET in VCE program requirements, students must enrol in the relevant VCE VET Units and VET Modules.

AUSTRALIAN TERTIARY ADMISSION RANK (ATAR) AND VET IN SCHOOLS

VCE VET Programs can contribute to a student's ATAR

As VCE VET requirements are subject to change, VET students must see their Careers Counsellor for updates on VET and ATAR arrangements.

16. VCAL

VCAL provisions will be directed to students and parents separately.

17. Withdrawal from Study

17.1. Compassionate Late Withdrawal

A student may, under exceptional circumstances, be given approval for Compassionate Late Withdrawal from VCE Units 3 and 4. Documentation of the exceptional circumstances must be included with an application.

Compassionate Late Withdrawal is not available to students who are simply not coping with the demands of VCE studies. If the exceptional circumstances claimed are for medical reasons, evidence from a qualified person, for example a general practitioner or psychologist, is required as part of the application.

- 17.2. Compassionate Late Withdrawal from a Units 3 and 4 study will not be approved if a student has a final, reported grade for an examination or School-based Assessment.
- 17.3. If the student has scores for an examination or School-based Assessment associated with Unit 3 only, and wishes to continue with that study the following year, the school may apply for Interrupted Studies status on the student's behalf.

18. Ungraded Applications Unit 3/4

- 18.1. Students may apply to the VCE Panel to be deemed an "Ungraded" student. This is considered for students who have had difficulty completing tasks under examination conditions and do not want to continue studies after VCE. Students will not be considered for this pathway until the completion of Term 1.
- 18.2. Students wishing to pursue ungraded need to:
- Have a clear plan of pursuing a non-University pathway straight after VCE and/or have received Student At Risk/Provisional N forms on more than one occasion
 - Formally meet with VCE Administrator, Careers Coordinator, Tutor and House Coordinator to discuss their intentions
 - Ask teachers to comment on his performance, including a recommendation to support the application for ungraded
 - Read the important information on the application form
 - Outline the reason for applying to undertake ungraded and explain how an Ungraded VCE will support the reasons
 - Ask a teacher, Deputy Principal or Coordinator to provide supporting comments
 - Ask parent to provide any further supporting comments
 - Sign the declaration of understanding
 - Meet with the Deputy Principal of Student Welfare once all documentation is complete
- 18.3. Ungraded students must:
- Attend all classes and meet the minimum attendance requirement
 - Complete all classwork set by the subject teacher, providing evidence of this classwork. See 5.3
 - Satisfactorily complete all outcome tasks
 - Assessment conditions for ungraded students may be altered from normal SAC conditions
 - Ungraded students must ensure school work is kept organised in their module as this may be used as evidence of key knowledge and skills in the Study Design.

19. Changes to this Handbook

The Principal, in consultation with the VCE Administrator, has the authority to change/modify these policies, or institute new policies, if and when circumstances dictate that such action is necessary. Parents and students will be notified, in writing, of any changes that are made.

APPENDICES

1. Appendix 1 - Policy for Referencing Sources

1.1. Students must cite any references used in the research for, and production of, school assessment work. This ensures that student work can be authenticated for assessment purposes and also enables readers of the work to access information sources quoted. Directions for subject specific referencing will be supplied by the subject teacher.

1.2. Electronic Referencing:

The guiding principle is to provide as much information as appropriate to enable the reader to locate the material. Where the material is subject to change, the date of access should also be included.

Teachers and students should be familiar with copyright restrictions and the legal implications of unauthorised reproduction of material. There are particular guidelines for use of electronic resources that cover use of e-mail and Internet sites. Care must be taken in downloading and reproducing material from these sources.

(a) **Internet**

When material found online is obviously pre-published, that is it is clearly referenced as an extract or complete version of a printed work (book, article, paper etc.), then a distinction should be made between this pre-published material and material created for the purpose of publication on the Internet site.

Suggested format for references to material created for publication on the Internet site:
Author, title of site, page number (in italics) (if given), date of creation or of last update, agency that maintains the site, Internet address or URL, date site accessed (in brackets).

Note: the first part of the citation refers to the printed version: the second part states it was sourced 'online', where online and when.

It is essential that teachers are able to trace any Internet material used by students. This does not necessarily mean that the student needs to submit a hard copy of the site visited, but that the teacher must be confident that the source did exist and the material was used appropriately.

(b) **Online Databases**

Online directory, file and date of creation

(c) **CD ROM**

Name of CD ROM, computer package used, creator (publisher), city of publication, date of publication

(d) **Email**

Author, subject of message, date sent, from (senders name), to (receivers name and email address)

1.3. **Computer Programs**

Those programs that are information or data sources, for example Encarta, should be referenced as follows:

- Author
- Title and date of work
- Name and version of computer program, software source and origin.

1.4. **Referenced Printed Texts**

The most widely accepted method of referencing is the Harvard author-date method. However, it is acknowledged that some study areas do not lend themselves to referencing in the Harvard system. Students must ensure that regardless of the method of referencing adopted, readers of the material are able to locate the information presented. Accurate and consistent referencing will also assist with authentication of student work.

2. Appendix 2 - Student At Risk Sample Letter – continued next page



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VCE PARENTAL NOTIFICATION OF STUDENT AT RISK

In each Unit at VCE your son completes internally assessed pieces of work called "School Assessed Coursework" (SAC) and for these he receives a score/percentage. He will also complete external examinations for Unit 3 and 4 subjects. The overall assessment of each Unit is measured on whether the "Outcome" (key learning/skills) has been demonstrated by the student – this is reported as either "Satisfactory" (S) or "Not Satisfactory" (N) by the subject teacher. One criterion which needs to be met in order to successfully complete VCE is the attainment of at least 16 Units over Years 11 and 12; a second criterion is attendance – if attendance is below expectations without reasonable evidence explaining the absence (such as medical certificates) then an "N" will be awarded regardless.

A "VCE parental notification of student at risk" letter informs parents/guardians of issues with their son's level of performance in a Unit which, if unaddressed, would lead to a low results or to an award of an "N".

Student Name:	
Subject:	
Subject Teacher:	
Date of Notification:	
Tutor Group Teacher:	
House Co-ordinator:	

In the VCE Unit named above, your son's current performance level indicates that they are at risk. 'At risk' means one or more of the following:

1. Your son's standard of homework and/or classwork is low, indicating little work or motivation on your son's behalf
2. Your son's level of unexplained absences is high
3. Your son's general level of motivation in this subject area is low
4. Your son has not completed set work – work has not been done

If your son was to continue with his present motivation and level of assessments he would be in danger of receiving an 'N' overall

Your son is at risk in this Unit for the following specific reason/s:

--

In order to not be “at risk”, your son should, or is required to do the following:

--

If you require further information, please contact:

--

We thank you for your support.

Please return the signed attached form to the VCE Coordinator by:	
Approved & Signed by VCE Coordinator:	
Date Received by VCE Coordinator:	

✂-----



Reply Slip

As a parent / guardian of the above named student, I am fully aware of why my son is deemed ‘at risk’ and I am fully aware of the requirements my son must fulfil in order to remedy the situation.

Parent/Guardian Name:	
Parent/Guardian Signature:	
Date:	

If you have any further comments:

--

3. Appendix 3 – Sample Provisional N Letter – continued next page

VCE PARENTAL NOTIFICATION OF A PROVISIONAL “N”

In each Unit at VCE your son completes internally assessed pieces of work called “School Assessed Coursework” (SAC). The overall assessment of each Unit is measured on whether the “Outcome” (key learning/skills) has been demonstrated by the student – this is reported as either “Satisfactory” (**S**) or “Not Satisfactory” (**N**) by the subject teacher. One criterion which needs to be met in order to successfully complete VCE is the attainment of at least 16 Units over Years 11 and 12; a second criterion is attendance – if attendance is below expectations without reasonable evidence explaining the absence (such as medical certificates) then an “N” will be awarded regardless.

Student Name:	
Subject:	
Subject Teacher:	
Date of Notification:	
Tutor Group Teacher:	
House Co-ordinator:	

In the VCE Unit named above, your son’s current performance level indicates that an “N” will be awarded – at this moment it is a provisional “N”. The award of an “N” would mean the following:

1. Your son has not demonstrated a satisfactory understanding of the Outcome/s for the Unit
2. Your son would not be able to count this Unit towards his VCE
3. If the subject is English, this may have severe consequences for the completion of your son’s VCE

Unless the provisional “N” is awarded due to significant unexplained absences, your son still has time to meet requirements and achieve an overall “S” for the Unit

Your son has the impending “N” for the following specific reason/s:

--

In order to not receive an “N” for this Unit, your son is required to:

--

PLEASE NOTE: Meeting this requirement does not change the original SAC mark that your son received

If you require further information, please contact:

--

Please sign and return the attached form to the VCE Coordinator by date:	
Signed:	

4. Appendix 4 – St Bede’s College Attendance Statement

ST BEDE’S COLLEGE ATTENDANCE STATEMENT

In partnership with parents, St Bede’s College is committed to developing and preparing our young men for life beyond the classroom. All classes and school activities work together in providing a holistic education. School attendance and punctuality are crucial preconditions for maximising learning opportunities and performance; education is a sequential process and unnecessary or frivolous absences often means students miss important stages in the development of topics.

All enrolled students are required to attend school unless reasonable and valid grounds exist for them to be absent. This document aims to clarify those grounds and to clearly outline the role of each participant (Parent, Student, School) in ensuring attendance expectations are met.

Parental Responsibilities

- Ensure your son attends school regularly
- Inform the school by phone on the morning of the absence (prior to 8:50am) with the reason for the absence (e.g. illness, bereavement). The absence is then confirmed in writing by a parental note upon your son’s return to school. Independent students, not living with a parent or guardian are also required to provide a note
- Where possible notify the school in advance of any absence
- Arrange medical appointments for out of school hours where possible
- Arrange family holidays during the official school holiday periods
- Ensure that part time jobs, driving lessons and licence tests occur out of school hours
- Do not allow your son to miss school to attend other activities such as external sporting events or purchasing tickets to a concert

Student Responsibilities

- Arrive at school before 8:40am and attend all classes, school assemblies and activities unless circumstances exist for an approved absence
- Be proactive in catching up on work missed due to absence

School Responsibilities

- Mark attendance rolls each period of the day
- Promptly inform parents/carers of student absences
- Ensure parents are fully informed of the processes used by the school to follow up student absences
- Maintain records of student attendance – which will appear with semester reports
- Support students in their endeavours to catch up on work missed due to unavoidable absence
- Arrange a formal attendance conference with parents where ongoing unexplained absences or unresolved attendance issues occur

Support

Whilst every effort will be made to supply a student inconvenienced by a long term absence with school work, in some cases the nature of the topic being covered may mean not all activities will be possible to complete at home. Contact with teachers via email will provide the most effective line of communication with the school.

Student absent during Exams and Assessment Tasks.

Any student missing an exam or assessment task due to illness or injury should provide the College with a medical certificate on his return to school. Should the circumstances and duration of the absence be deemed as reasonable the student will be permitted to sit for the Assessment at a time specified by the College.

Families that choose to take holidays during exam times should be aware that no special provision will be made for students to sit exams outside the scheduled exam period. Under no circumstances will a family holiday be a reason for students to be provided with an opportunity of sitting exams or tests before the scheduled time.

5. Appendix 5 – Abbreviations used in handbook

ATAR	Australian Tertiary Admission Rank
DES	Derived Examination Score
EAL	English as an Additional Language
GAT	General Achievement Test
LOTE	Languages Other Than English
N	Non-Satisfactory Completion
NA	Not Assessed = task not completed or not undertaken
RTO	Registered Training Organisation
SAC	School-Assessed Coursework
S	Satisfactory Completion
SAT	School-Assessed Task
SEA	Special Examination Arrangements
UG	Ungraded = score was too low to be assigned a grade
VASS	VCE Administrative Software System
VCAA	Victorian Curriculum and Assessment Authority
VCAL	Victorian Certificate of Applied Learning
VCE	Victorian Certificate of Education
VET	Vocational Education and Training
VTAC	Victorian Tertiary Admissions Centre