

Penola Catholic College is a school which operates with the consent of the Catholic Archbishop of Melbourne and is owned, operated and governed by Melbourne Archdiocese Catholic Schools Ltd (MACS).

This section sets out the steps that are taken at Penola Catholic College to adhere to the Assessment and Reporting Policy.

Penola Catholic College Assessment and Reporting Procedures

1. Methods used to assess student learning progress and achievement

1.1. Formative assessment

Formative assessment is conducted throughout the semester using a wide range of activities including applications from using Quizzing tools within the Learning Management System (LMS) – MyPenola to various Digital Applications such as Renaissance Learning, Edrolo, tools within the Digital textbooks and Education Perfect. The results of these assessments are communicated to students and teachers via the application.

1.2. Summative assessment

Summative assessment is conducted at the end of each unit within each subject area. The results of these assessments and feedback are made available to students, parents and staff via the LMS – MyPenola continuously throughout each semester. Feedback to students and parents is timely and usually within 2 weeks of the task being completed. The feedback consists of the percentage grade as well as written feedback on how well the student has met the assessment criteria and suggestions for improvement. Care is taken to adjust assessments to cater for personal learning and is reported accordingly in line with NCCD requirements.

At the end of each semester a formal report/ statement is produced which shows the average result of these summative assessments.

1.3. Students with additional learning needs

Students with additional learning needs are assessed using the following diagnostic tools: to track their progress and achievement. These are standardised assessment tools that can align with the Victorian Curriculum Standards and be placed according to Year Level and Age Based Norms.

- YARC (York Assessment for Reading Comprehension)
- Probe Reading Comprehension Skill Assessment
- WRAT5 (The Wide Range Achievement Test Reading, Spelling, Maths Skills)
- PAT Maths
- PAT Reading
- Dyslexia and Dyscalculia Screeners
- CELF-5 Screening Test
- CELF-5 Diagnostic Assessment
- South Australian Spelling Test

- ABLES (Ability Based Learning in Education Support)

2. Process for developing assessment tasks

2.1. Glenroy Campus

The development of assessment tasks at the junior campus of Penola Catholic College are developed in line with the current F-10 Victorian curriculum. For Key Learning Areas where the same curriculum is taught across the cohort, assessments tasks are developed by the team or group representing the team. The tasks developed allow for students with a range of abilities to access the task. Once the assessment task is written a developmental rubric is then created reflecting the observable skills that have been taught in the unit.

If the subject is a specialised subject e.g. Food Technology or Wood, then the same process is followed, however, the collaboration process is reduced. There are, however, common elements of the assessment tasks that are indicative of the joint process used through the KLA. Once the assessment task is written a developmental rubric is then created reflecting the observable skills that have been taught in the unit.

In Content and Language Integrated Learning (CLIL), there is collaboration between different KLAs e.g. Italian/French/Japanese and Humanities and RE to ensure that there are common elements in the task across the different languages. Once the assessment task is written a developmental rubric is then created reflecting the observable skills that have been taught in the unit.

2.2. Broadmeadows Campus.

Assessment tasks are designed for students in Years 9-12. Students study the F-10 Victorian Curriculum, Victorian Certificate of Education or the Victorian Certificate of Applied Learning. We have a number of students participating in School Based Apprenticeships and Traineeships and Vocational Education & Training. Assessment tasks are designed in accordance with the requirements of each pathway and program. Staff work with the Head of Learning within the Key Learning Area and with their Curriculum Planning Team to collaboratively design assessment tasks. This is a collaborative process to ensure consultation and shared responsibility and accountability.

2.3. CLIL

CLIL assessment tasks, either formative or summative, are designed to review and assess students' progress and achievement levels in both their subject knowledge (Humanities/Religious Education) and their language skills. Throughout a unit of work, students are exposed to a variety of learning activities (formative assessment) and assessment tasks (summative assessment), which offer them the opportunity to develop and demonstrate both lower-order thinking skills and higher-order thinking skills associated with that specific subject, while using simple grammatical structures or more complex language and larger chunks of language, depending on the learning goal targeted by that task. CLIL assessment tasks resemble mainstream subject-specific assessment tasks, in that their primary focus of assessment is on content as well as on relevant Cognitive Academic Language Proficiency (CALP), which are assessed against task-specific rubrics. However, since the teaching of non-language-subject occurs through the medium of a language which is not the students' mother tongue, CLIL assessment tasks also offer an opportunity for students to receive formative feedback on their knowledge and application of LOTE or, depending on the scope of the task, receive a summative score for both the content knowledge and their language skills level. CLIL assessments follow the generally acknowledged forms of assessment *of*, *as* and *for* learning and fulfill the quality criteria of validity and reliability.

3. Cycle of review of assessment practices and processes

3.1. Student data

At Penola Catholic College we value and draw upon student data pertaining to both student wellbeing data and student academic data. This data is both internal and also external data that is provided from feeder primary schools upon commencement and also educational agencies. Student

Data is then collated throughout the tenure of the student's enrolment at Penola Catholic College. In 2019 the need to introduce Semester Student Growth Reports saw the removal of individual assessment tasks on semester reports to a cumulative growth report. Assessment results and ongoing feedback are recorded on MyPenola and, in turn, student data is exported to produce a summary report at the end of each semester. Assessment and Reporting policies and procedures are reflective of students attaining a minimum success of 50% in areas of the curriculum from Year 7 to Year 10 and 40% for the VCE.

3.2. Identification of data

The identification of data at Penola Catholic College is inclusive of but not limited to:

- PAT Data
- NAPLAN Data
- Essential Assessment Data
- Renaissance Reading Data
- Academic Reporting Data
- NCCD Data
- EAL Data
- VCE Data
- VET / VCAL/ VCE VM Data
- GAT
- Literacy Data
- Wellbeing / Pastoral Data obtained from School Psychologists
- Attendance Data
- Socio Economic Status Data for each respective family enrolled in the College

3.3. Collection of data (cycle, methods, storage)

The collection cycle of data for Penola Catholic College varies according to the data set. Most data sets are yearly and other data sets are obtained for each semester. The methods adopted to obtain this data is either extracted from external agencies with a protective password required. Other data sets are required from students and parents and most academic data is drawn from continuous ongoing reporting and semester reporting cycles. The storage of our data is on MyPenola, the Student Data Dashboards, Synergetic and some of our wellbeing pastoral data is stored privately and confidential with the School Psychologists. The dissemination of data is according to need of access.

3.4. Analysis of data

The analysis of varying data sets is achieved on the Student Data Dashboards along with some areas of MyPenola. However, macro data sets such as PAT, NAPLAN, Renaissance Reading, NCCD, VCE data is analysed via appropriate teams. Furthermore, wellbeing and pastoral data is used accordingly by the wellbeing teams. Internal academic data sets are viewed through Key Learning Areas and Heads of Learning and at CPT levels.

3.5. Interpretation of data

The ICT Manager and Head of Instructional Practice work in collaboration to provide staff an interpretation of data sets through the Student Data Dashboards. This will be facilitated through staff meetings and staff forums.

The Assistant Head of Learning and Teaching - Glenroy Campus will showcase and interpret the PAT, NAPLAN and Essential Assessment data. The VCE teachers have the opportunity to interpret their class data and the opportunity to reflect and analyse their class results with accompanying documentation and interviews. Teaching staff will be presented with an overview of the VCE data.

The English and Mathematics departments utilise NAPLAN data and interpret their results looking at 5 year trend data along with interpreting two year growth or regression results.

3.6. Use of data to inform teaching and assessment practices

The Penola Catholic College Coaching program works with the Head of Instructional Practice and each of the Instructional Coaches to provide Professional Learning pertaining to Data Informed Practice. This body of work includes sessions looking closely at what is Data informed Practice along with samples of student data sets.

The VCE data is reviewed by staff to improve the assessment practices offered to students and the opportunity to explore the data sets that VASS offers all schools. This is inclusive of many types of data sets that staff have access to.

Delving Deeper into Data is one of the Professional Learning sessions which allows staff to really consider data informed assessment practices through the lens of both Quantitative and Qualitative data.

4. Reporting practices

4.1. Formative assessment

Formative assessment is conducted throughout the semester using a wide range of activities including applications from using Quizzing tools within the LMS – MyPenola to various Digital Applications such as Renaissance Learning, Edrolo, tools within the Digital textbooks and Education Perfect. The results of these assessments are communicated to students and teachers via the application.

4.2. Summative assessment

Summative assessment is conducted at the end of each unit within each subject area. The results of these assessments and feedback are made available to students, parents and staff via the LMS – MyPenola continuously throughout each semester. Feedback to students and parents is timely and usually within 2 weeks of the task being completed. The feedback consists of the percentage grade as well as written feedback on how well the student has met the assessment criteria and suggestions for improvement. Care is taken to adjust assessments to cater for personal learning and is reported accordingly in line with NCCD requirements.

At the end of each semester a formal report/ statement is produced which shows the average result of these summative assessments.

4.3. Written reports

Written reports are made available to parents and students via the MyPenola learning portal. The reports contain the student academic achievement in a percentage calculated from assessment tasks that have been weighted to match their complexity. This result is shown on an info graphic showing the range of results in the class to give an indication of where the students sits within the class. The written reports also contain the Vic curriculum standards for years 7-10. Teacher assessment of 11 areas of Individual Achievement (6) and Attitude and Effort (5) are also shown and averaged.

4.4. Student/teacher/parent conferences

Parent Teacher Student Partnership Meetings are conducted three times per year, one in each of the first three terms of the year. There is a combination of face to face and online meetings. The first meeting is traditionally face to face with the remainder being online via Microsoft Teams.

For some students with additional needs staff set learning goals with parents and students to enhance the student and parent participation in their learning.

4.5. Students with additional learning needs

Students with additional learning needs are reported on using continuous reporting in MyPenola with the subject teacher explicitly commenting that the student has been assessed using an adjusted assessment.

An asterisk is placed in the Reporting platform to indicate that that subject had one or more adjusted assessments for this student.

4.6. Students with additional needs

If a student has substantial or extensive additional needs in the social/emotional or chronic health/physical or sensory needs area, that do affect the students cognitive ability, these are reported to parents via a Program Support Group Meeting (PSG).

5. Students with Additional Learning Needs

5.1. Personalised Learning Plans

Penola Catholic College provides a Student Support Profile for each student on the NCCD Register. It is a working document designed to clearly record the planned adjustments or interventions that supports the student's learning and the student's progress toward the specified long- and short-term goals. Evidence is provided to show that these planned adjustments and interventions have been implemented, monitored, and evaluated. The document is regularly collaborated on by staff, parents, students and key stakeholders in PSG meetings. The class teachers use the Student Support Profile to gain a deeper understanding of the student and guide the teaching and learning process for the individual student.

5.2. NCCD data

All students identified and placed on the NCCD register have a Student Support Profile that is accessible through MyPenola/Pastoral and through the hyperlinks on the whole staff NCCD document.

These students have a bell on class lists to identify that they have an additional learning need.

6. Participation in national testing programs such as NAPLAN, PISA

Year 7 and Year 9 students participate in NAPLAN.

7. Senior secondary assessment and reporting policies, procedures and practices

7.1. Assessment and Reporting

Satisfactory Completion of the VCE

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

- three units from the English group – English / Literature / English Language including a Unit 3 and 4 sequence
- at least three sequences of Unit 3 and 4 studies other than English, which may include any number of English sequences once the English requirement has been met

VTAC advises that for the calculation of a student's ATAR, satisfactory completion of both Units 3 and 4 of an English sequence is required.

Satisfactory Completion of VCAL / VCE VM

To be eligible to receive the VCE VM, students must satisfactorily complete a minimum of 16 units, including:

- 3 VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
- 2 VCE VM Numeracy or VCE Mathematics units

- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units
- 2 VET credits at Certificate II level or above (180 nominal hours)

Students must complete a minimum of three other Unit 3–4 sequences as part of their program. Units 3 and 4 of VM studies may be undertaken together over the duration of the academic year to enable these to be integrated.

7.2. Assessment and Reporting Policies

VCE

For satisfactory completion of a VCE unit, students must demonstrate their achievement of the set of outcomes as specified in the study design. The decision about satisfactory completion of outcomes is based on the teacher’s judgment of the student’s overall performance on a combination of set work and assessment tools related to the outcomes. Students should be provided with multiple opportunities to develop and demonstrate the key knowledge and key skills required for the outcomes for a unit.

The assessment of levels of achievement is separate from the decision to award S for satisfactory completion of a unit.

Satisfactory VCE unit result

A student receives an S for a unit if the teacher determines that the following requirements are achieved. A student must:

- produce work that demonstrates achievement of outcomes
- submit work that is clearly their own
- observe the rules of the VCAA and the school

School rules may include Attendance and Submission of Work policies.

Not Satisfactory VCE unit result

A student receives an N for the unit when one or more of the requirements listed above is not achieved:

- The work does not demonstrate achievement of the outcomes
- The student has failed to meet a school deadline for the assessment task, including if an extension of time has been granted for any reason, including Special Provision
- The work cannot be authenticated
- There has been a substantial breach of rules, including school attendance rules

VCE VM

To be eligible to receive the VCE VM, students must satisfactorily complete a minimum of 16 units, including:

- 3 VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
- 2 VCE VM Numeracy or VCE Mathematics units
- 2 VCE VM Work Related Skills units

- 2 VCE VM Personal Development Skills units
- 2 VET credits at Certificate II level or above (180 nominal hours)

Students must complete a minimum of three other Unit 3–4 sequences as part of their program. Units 3 and 4 of VM studies may be undertaken together over the duration of the academic year to enable these to be integrated.

VET

Students 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. Most VCE VET programs consist of 4 VCE VET units containing one Unit 3-4 sequence.

7.3. Reporting Levels of Performance

VCE Units 1 and 2

In Units 1 and 2 Penola Catholic College provides a percentage score for Assessment Tasks which will indicate how well each student has performed in each outcome. These assessments provide a useful record for each student and introduce the way in which assessment will work in Units 3 and 4.

Year 11 Exam Week

This will take place during the last week of Semester 1 and 2. Assessment Tasks under examination conditions will take place in these weeks. These results will be reported with the other Assessment Task results. Students not intending to sit examinations need to complete a VCE Examination Exemption Application Form prior to the commencement of examinations. Examinations generally contribute 40% to the overall grade for each unit.

VCE Units 3 and 4

In Units 3 and 4 assessment is based on both school assessment and externally set examinations.

School assessment is made up of a grade given for **School-assessed Coursework**. School-assessed Coursework comprises a number of assessment tasks designed to assess the unit learning outcomes.

School-assessed Coursework is part of the regular teaching and learning program, is completed mainly in class time and is completed in a limited time frame.

A small number of studies have **School-assessed Tasks**. They are used where products and models are assessed and with School-assessed Coursework, form part of the overall School assessment. The studies involved are:

- Media, Product Design and Technology, Studio Arts, Systems Engineering, Visual Communication Design, Informatics and Software Development

Assessment tasks will be provisionally allocated a percentage score which will be subject to moderation for each study.

Students' overall achievements for each study will be calculated and reported as a Study Score on a scale of 0 to 50. In order to qualify for a Study Score, a student must have an S for both Units 3 and 4 in that Study.

The Study Score indicates how the student performed in relation to others who took the study. Study Scores of 23-37 indicate the student is in the middle range. The maximum study score is 50. For studies with large enrolments (1000 or more) the following table shows the approximate

proportion of students who will achieve a Study Score higher than the stated values. For students with fewer enrolments, the proportion may vary slightly.

Study Score (Relative Position)	Percentage of Students above this position (approximate)
45	2
40	9
35	26
30	53
25	78
20	93

The students' study scores are used to calculate an ATAR score for Tertiary selection purposes

Year 12 Practice Examinations-Term 3 School Holidays

VCE Practice Examinations form part of the College's VCE revision program for all Learning Areas and are therefore **compulsory** for all students, including accelerated students. Exemption from attendance can only be granted for exceptional circumstances. Applications for exemption must be put in writing to the Senior Programs Coordinator at least two weeks prior to the Examination period. If a student cannot attend on any day a phone call must be made prior to the examination alerting the College to be followed up by a medical certificate on the next day the student attends school.

During the Term 3 holiday period students may also be required to attend revision classes.

Failure to attend the practice examinations without an acceptable explanation may result in the student not attending the Year 12 Appreciation Week activities including the Year 12 Mass and Graduation ceremony.

Examinations are held during this time in order to:

- Provide a study and revision focus for the holiday period in preparation for both the practice and actual end of year November examinations
- Support and extend each subject's revision program
- Provide a 'real' exam experience in each subject studied in preparation for the end of year November examinations
- Maximize class contact time in completion of courses and revision
- Provide valuable feedback to students on their current performance under examination conditions
- Provide feed back to students on areas of strength and weakness in each of their subject areas as a focus for future study and revision
- Provide teachers with further information about student's strengths and weaknesses so as to focus on these on their return to school in Term 4
- Assist each student in maximizing his/her examination performance and results

Non Scored VCE - Completion of VCE Units without calculation of a Study Score

Students may elect to complete their VCE Certificate but not receive a Study Score for each subject. This means the student does not sit Examinations and thus is not entitled to an ATAR, which may limit Tertiary selection options. This decision must be discussed with the parents, Senior Programs Coordinator, Year Level Coordinator and Careers team to fully understand the consequences. An **Examination Exemption Application form** must be completed.

7.4. School Assessment

A. Conditions for Assessment

Most assessment of unit outcomes will be completed in class time under test conditions. This does not preclude normal teacher expectations for a student to complete research and learning activities that contribute to the student gaining the key skills and knowledge outside of class time.

For Assessment Tasks / SACs completed outside class time teachers must monitor and record each student's progress through to completion. This requires regular sightings by the teacher and the keeping of records.

Students should be given one week's notice for Assessment Tasks / SACs. Teachers must place the date on the SAC calendar on Penola on line and take into account other activities or events on that day. If there is more than one class completing the same task teachers should endeavour to schedule the task close to the same time.

Students should be aware of the nature of the task and the materials that are permitted to be used. The materials permitted must be consistent for all classes of the same unit and be very clearly outlined to the students. These materials should not be changed without sufficient notice to the students. All materials must be checked prior to the commencement of the Assessment Task / SAC.

If teachers wish to reschedule an Assessment Task / SAC because the students are not ready to be assessed or due to other circumstances (i.e. teacher absence), adequate notification should be provided to all students in the class or classes at the school. An extension of time for all students in the class should only be given on condition that all students are given adequate notice and that no student in the class or in another class is advantaged or disadvantaged by the change.

Students should not have any unauthorized materials at their desk during an Assessment Task / SAC.

Teachers must provide paper or an answer booklet. Students should not be asked to provide their own paper.

Mobile phones, iPods and other electronic portable digital devices must be handed up to the teacher prior to the commencement of an Assessment Task / SAC.

If the Assessment Task / SAC takes place over more than one period, all materials must be collected at the end of the period and returned at the commencement of the next period. No new materials can be brought in by the students in subsequent periods.

At the end of the final period of the task, students must remain seated until all work has been collected and marked off by the teacher. Teachers must ensure the security of all work collected.

Teachers must develop courses and provide learning activities to assist with the completion of Assessment Tasks / SACs, but undue assistance should not be provided to students while undertaking the task.

It is not appropriate to send students to the ERC to complete Assessment Tasks / SACs or to have them seated in corridors outside a classroom.

Once work has been assessed, internal moderation must take place between teachers of the same unit to ensure comparability of results across all classes.

For Units 3 and 4 total scores for School-assessed Coursework will be statistically moderated by the VCAA and may change as a result of this process.

Work must be returned to students after all students have completed the task in all classes where multiple classes exist.

After work is submitted and marked, teachers should provide feedback to students.

Appropriate feedback includes:

- Advice on particular problem areas
- Advice on where and how improvements can be made for further learning
- Reporting S or N decision and / or written comments on students' performance against each outcome

Students who do not make a **reasonable** initial attempt at the Assessment Task / SAC (as judged by the teacher in consultation with the Head of Learning and Senior Programs Coordinator) may not be entitled to a resubmission and therefore may receive an 'NA' (zero) for the task, an 'N' for the Outcome and an overall 'N' for the Unit.

Any suspicion of a Breach of Rules during an Assessment Task / SAC must be immediately reported, in writing to the Senior Programs Coordinator and the Year Level Coordinator (YLC). The Senior Programs Coordinator will convene the Authentication and Discipline Committee.

Any student absent from an Assessment Task / SAC, or any part thereof, must complete an **Assessment Task Absence Form** available from the Senior Programs Coordinator or Year Level Coordinator.

Students' must apply for an extension prior to their absence if they know they will be absent on the day of an Assessment Task / SAC. An **Assessment Task Absence Form** must be completed.

If the Assessment Task is a Folio or SAT, then students need to complete an **Assessment Task Absence Form** if they do not submit the work on the due date.

If the Assessment is an oral presentation, students will be notified of the date of commencement for the oral presentations. All students must be prepared on this day to present. **If a student does not complete their oral presentation when requested they may receive an 'NA' (zero) and therefore an overall 'N' for the unit.**

For students completing Food Studies, Chemistry, Physics and /or Biology it is strongly emphasized that a practical Assessment Task / SAC will only be rescheduled in the most extreme of circumstances.

If students are completing an Assessment Task / SAC using ICT, special SAC accounts need to be created for student use that can only be accessed during the SAC periods. The technical support staff requires 5 days notice to set up these accounts.

Students who are present at school on the day of a SAC/Assessment task must get a YLC's approval to leave if they will be missing an assessment task. They will be required to provide a medical certificate and may not be eligible for a grade.

B. Assessment – VCAL/ VCE VM

Assessment within the VCAL should be based on the following principles:

- Assessment Tasks/activities should be grounded in a relevant context and not be culturally biased
- Students should have the opportunity to demonstrate achievement at their own pace
- Students should be assessed across a wide range of tasks/activities as possible, in order to increase reliability and validity of assessment. One-off tasks/activities do not provide a reliable and valid measure of competency
- Instructions for Assessment Tasks/activities should be clear and explicit. Students must know what is expected and the criteria by which satisfactory completion will be established
- Time allowed to complete a task should be reasonable and specified and should allow for preparation and reflection as appropriate to the activity. Where the Assessment Task is linked to a project or activity the Assessment Task/activities may take place over a number of weeks

- Assessment Tasks/activities should be open ended and flexible to meet the specific needs of students
- Assessment should include access to ICT where appropriate to the context of the activity or task
- Assessment must be valid in terms of context and methods. Assessment must be reliable in showing consistent results over a number of occasions. Assessment must not unduly disadvantage any student and must provide flexibility in the range of methodologies that cater to the needs of individual students

When assessing students with particular needs, the validity of assessment must be maintained. Flexibility in assessment strategies must be maintained to ensure alternative methods are utilized to allow the demonstration of achievement of learning outcomes without disadvantaging the student.

Information about assessment processes and procedures can be found in the VCAL Unit Planning Assessment Guide which is available from the VRQA website www.VRQA.vic.gov.au

C. Procedure for Resubmission

Students may be given an opportunity to resubmit an Assessment Task / SAC /SAT if it is unsatisfactory as long as there has been a **reasonable** initial attempt to complete the work. A reasonable attempt means that a **significant** amount of the task was genuinely attempted.

Resubmissions should occur within one week of the return of the work and students should be normally given at least two days notice to prepare for the resubmission.

Resubmission can occur on the same piece of work or an alternative, comparable task can be set by the teacher.

Students are to be given feedback as to why they were unsuccessful. The feedback should include areas required for a satisfactory result. The students' original piece of work should be returned with verbal and/or written comment on areas that were unsatisfactory or where additional work is required. Students may have access to the original piece of work during the resubmission and any other additional materials deemed appropriate by the teacher.

The resubmission should be completed under supervision. The original score or grade will stand and the resubmission will only be permitted to enable the student involved to achieve an 'S' for the outcome.

If the work is still an 'N' after the resubmission or the student fails to meet the conditions of the resubmission (non attendance on scheduled date without explanation) the student may receive an 'N' for the outcome and therefore 'N' overall for the unit. At the time of the decision, the Senior Programs Coordinator, YLC and Head of Learning must be consulted in relation to the intention of awarding a student an 'N' for a unit and the student will be interviewed by the Deputy Principal Learning and Teaching and Senior Programs Coordinator.

Submitting further work

In some circumstances, if in the judgement of the teacher, work submitted for assessment of an outcome does not meet the required standard for satisfactory completion after resubmission, the teacher may consider work previously submitted, provided it meets the requirements.

This is for the purpose of achieving an 'S' for the outcome and does not change the original grade or improve a score of an assessment for School-assessed Coursework. This decision will be made in consultation with the Deputy Principal Learning and Teaching, Senior Programs Coordinator and YLC.

Parents will be notified if a resubmission is required and the date set for the resubmission.

D. Absence from an Assessment Task

If a student is absent on the day an Assessment Task / SAC is to be completed, they must complete an **Assessment Task Absence Form** on the day they return to school. This form is available from the Senior Programs Coordinator or YLCs. **(Step 1)**

Supporting documentation must be attached to this form i.e. a medical certificate, a report from student services or the Senior Programs Coordinator or YLC. The supporting documentation must cover the date of the absence. Notes from home will not be sufficient documentation unless endorsed by YLCs as a legitimate reason for the absence.

The Assessment Task Absence Form **MUST** be approved by the Senior Programs Coordinator or YLC **BEFORE** a new date can be set and the work completed. **This approval must occur within two days of the return to school. (Step 2)**

If the absence is approved by the Senior Programs Coordinator or YLC the student will be required to complete the work during a supervised study period or at a time negotiated with the teacher. This will normally occur **within one week of the original date**. The task will be assessed. **(Step 3)**

If there is no supporting documentation for the absence, but it is approved by the Senior Programs Coordinator or YLC the student will receive a new date and the work will be completed for an 'S' or 'N' only and be reported as an 'NA' (and zero). Under these circumstances there is no resubmission possible.

If a student is absent from an Assessment task / SAC and the absence is not approved or the correct procedure not followed (the form is not approved within **two days** of return to school) then the student will receive an 'NA' (and zero) for the task and as a consequence will receive an overall 'N' for both the Outcome and the Unit.

Students who are absent due to provisions covered by Special Provision must complete the appropriate application form and have the application approved before a new date will be set for the task.

Non submission of SAT/Folio

If the Assessment Task is a Folio or SAT then students need to complete an Assessment Task Absence Form if they do not submit the work on the due date or require an extension. **(Step 1)**

If the absence or extension is approved by the Senior Programs Coordinator or YLC, the student will receive a new date and the work will be graded. **This form must be approved by the Senior Programs Coordinator or YLC within 2 days of the original due date. (Steps 2 and 3)**

If there is no supporting documentation for the absence, but it is approved by the Senior Programs Coordinator or YLC the student will receive a new date and the work will be completed for an 'S' or 'N' only and be reported as an 'NA' (and zero). Under these circumstances there is no resubmission possible.

Failure to meet this new date or not follow correct procedure will result in an 'NA' (and zero) for the task and as a consequence the student will receive an overall 'N' for both the Outcome and the Unit.

Parents will be notified if their son/daughter has failed to complete an Assessment Task / SAC / Resubmission or submit a SAT and has therefore received an 'N' for the unit.

E) Extensions For Assessment Tasks

Student responsibilities:

It is a student's responsibility to seek an extension of time to complete an Assessment Task / SAC / SAT. This application **MUST** be made prior to the due date and only applies to legitimate situations that are not covered by Special Provision. Such circumstances may include:

- school excursions
- an appointment made prior to the assessment date that cannot be rescheduled

- structured workplace learning or work placement
- absence due to illness that has caused a lack of preparation due to missed class time

A student may be granted an extension of time to complete an Assessment Task / SAC / SAT if:

- the student makes the subject teacher aware of any problem/s before the date the task is to be completed
- the student provides a satisfactory reason why the extension should be granted

Note: Prolonged absence from school is not in itself grounds for an extension.

Procedure

The student makes the application using an Extension Request Form which the subject teacher will respond to. **(Step 1)**

The Extension Request Form **MUST** be approved by the Senior Programs Coordinator or YLC **BEFORE** a new date can be set and the work completed. **This approval must occur before original due date.** **(Step 2)**

If the extension is approved by the Senior Programs Coordinator or YLC, the task must be completed within **one week** of the extension being granted and cannot be granted beyond the final date for each semester. The length of the extension will be negotiated with the student. The work will be graded in this case. **(Step 3)**

Failure to meet the conditions of the extension will result in the student receiving an 'NA' (and zero) for the task and therefore an overall 'N' for the Unit.

If an extension is not granted the task must be completed on the original date set. Failure to do so will result in the student receiving an 'NA' (and zero) for the task and an overall 'N' for the Unit.

There is no obligation on a subject teacher to accept a student's application for an extension. Granting of an extension will depend on such factors as:

- reason for the request
- time spent on task in class
- attendance prior to due date
- previous history of extension requests.
- timeliness of application

7.5. Rules for Students - VCE

VCAA Rules for School-based Assessment

A student undertaking tests as part of School-based assessment must comply with VCAA examination rules. In addition, the VCAA sets out rules related to authentication, which a student must observe when preparing work for assessment by the school:

1. A student must ensure that all unacknowledged work submitted for assessment is genuinely their own.
2. A student must acknowledge all resources used, including:
 - a. text, websites and source material
 - b. the name and status of any person 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.
4. **Acceptable** levels of assistance include:
 - a. 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

- b. prompting and general advice from another person or source which leads to refinements and/or self-correction.
5. **Unacceptable** forms of assistance include:
 - a. use of, or copying, another person's work or other resources without acknowledgment
 - b. corrections or improvements made or dictated by another person.
6. A student must not submit the same piece of work for assessment in more than one study, or more than once within a study.
7. A student must not circulate or publish written work that is being submitted for assessment in a study, in the year of enrolment.
8. A student must not knowingly assist another student in a breach of rules.

Students must sign the Authentication Record for work done outside of class at the time of submitting the completed task. This declaration states that all unacknowledged work is the student's own.

Students must sign a general declaration that he/she will obey the rules and instructions for the VCE, and accept its disciplinary provisions.

In addition to observing these rules of the VCAA, students must also observe the rules of the school. Students must observe the deadlines for the completion of Assessment Tasks / SACs.

Infringement of any of these rules will be treated as a Breach of Rules.

Examinations - Rules

The VCAA has published rules relating to the VCE examinations. These rules will be displayed in the examination centre. Students will receive an individual copy of the **Exam Navigator** each year before the Examination period.

VCAA Rules for the Conduct of External Assessments

- Students must not cheat or assist other students to cheat, including taking any action that gives or attempts to give them or another student an unfair advantage in a VCE external assessment.
- Students must not allow, induce or assist any other person to present for a VCE external assessment in their place.
- Students must not present for a VCE external assessment in another student's place.
- Students must not present for a VCE external assessment under the influence of alcohol or drugs.
- Students must obey and observe all proper instructions or directions given by their supervisor.
- Students must provide reasonable assistance to any investigation by the VCAA in relation to a suspected breach of VCAA rules.
- Students attending a VCE external assessment may bring only materials and equipment approved for that VCE external assessment into the examination room.
- Students must not possess mobile phones and electronic devices that are capable of storing, receiving or transmitting information or electronic signals, such as recorded music and video players, organisers, dictionaries and computerized watches, during a VCE external assessment.
- Students detected with any device defined in rule 8 must, upon the direction of a supervisor, surrender that device for inspection. Any confiscated device will be retained, pending any investigation into an alleged breach of rules by the VCAA. Students must provide reasonable assistance to VCAA or its agents to enable the interrogation of the device.
- Students must not bring into or possess in the examination room any drinks or food except under special circumstances as approved and directed by the VCAA. Bottled water is permitted in the examination room under approved conditions.
- Students must not communicate with any other student while the VCE external assessment is being conducted.
- Students must not cause any nuisance, annoyance or interference to any other student during a VCE external assessment.

- Students must not remove or tear out any part of a bound reference, question/task book, question and answer book or answer book, except where permitted, for example formula sheets.
- Students must not remove any response material, used or unused, from the examination room.
- Students must not begin to write or mark their paper or response material in any way, or use a calculator, until advised by a supervisor that writing may commence.
- Students must raise their hand if they wished to communicate with a supervisor.
- Students must not leave their place until permitted by a supervisor.
- Students will not be permitted to leave the VCE external assessment before 30 minutes has elapsed from the start of writing time. **School policy is that student will remain for the entire duration of an examination.**
- Students will not be permitted to leave in the last five minutes of the VCE external assessment.
- Students must cease writing when instructed to do so by a supervisor.
- Students must remain silent and seated in their place at the end of the VCE external assessment until response materials have been collected and checked, and an announcement is made permitting students to leave the examination room.
- Students must not communicate with an assessor before, during or after a VCE external assessment, except when communication is necessary for the conduct of the assessment.

Computer Use

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

- there is an alternative system available 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 onto a back-up file. The back-up file should not be stored with the computer

Students are responsible for their own good behaviour on the school computer networks. Communications on the information networks are often public in nature and the general College rules for student behaviour, conduct and standards of communications will apply.

Individual users of the College computer networks are responsible for their behaviour and communications over the networks. It is presumed that users will comply with the *College Computer Facilities Code of Practice agreement* they have signed.

- Users found to be sharing passwords, or accessing inappropriate material will have their access to the internet/network throughout the school removed for a period of time determined by the Head of Campus
- This would have implications for student's ability to complete outcomes for particular units

Calculators

Only calculators approved by the VCAA may be used. The list of approved graphics and CAS calculators is published annually by the VCAA.

These are the conditions under which all calculators may be used:

- The calculator must be silent and of the hand-held type containing its own power source
- Students are entirely responsible for ensuring adequate power supply to the calculator. The student must supply spare batteries. Any technical faults or battery failure that limits the usefulness of a calculator during an examination will not be taken into consideration by the assessors
- The student is responsible for ensuring that the calculator is in excellent working condition
- A student may not borrow a calculator from another student after entering the examination room
- Calculators may not be used during reading time

7.6. Authentication and Discipline Committee

Teachers who believe that a breach of rules has occurred (including attendance) or that a student has behaved inappropriately will report the incident in writing to the Senior Programs Coordinator or Year Level Coordinator.

The Senior Programs Coordinator will convene the Authentication and Discipline Committee. Prior to a decision being made by the school, which results in a penalty being imposed, the student will be requested to attend an Interview.

Student interviews

- The student will be given 24 hours notice in writing of the Interview. The letter will include the purpose of the meeting, date and time, location and any other relevant information
- The Interview Panel will consist of the Study teacher, Senior Programs Coordinator and either the Deputy Principal Learning and Teaching or Head of Campus. The student may bring a parent or friend as a Support Person, but not as an advocate. The support person cannot be a current student at the school
- The Interview will be completed within 15 minutes
- The Panel will recommend to the Principal what penalty, if any should be imposed on the student
- The Principal will inform the student in writing of his decision within 14 days of the decision being made. This letter will also advise as to the Appeal Process

7.7. Teacher Assistance - SATs

Teachers are required to provide feedback to students on work in progress. At least one set of comments should be in written form (refer to the form Authentication Records for School-assessed Tasks)

All changes made in the various stages of development of a School-assessed Task must represent the student's own work.

It is appropriate in the development stages of the work for the teacher to ask questions and to offer general advice, for example, about alternative strategies. However, the teacher must not dictate or make changes that might lead to uncertainty about the student's authorship or ownership of the work.

The following forms of teacher assistance are **not appropriate**:

- 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

If any part or all of the work cannot be authenticated, then the matter must be dealt with as a breach of rules.

7.8. Breach of Rules - Penalties

School Assessment

Should the school be satisfied, on the basis of evidence, that there has been a substantive breach of rules, then the Principal shall have the power to:

- reprimand a student or
- give the student the opportunity to resubmit work for satisfactory completion if this can occur within the due dates designated by the VCAA or
- refuse to accept that part of the work which infringes the rules and

- base a decision whether to award the outcome an 'N' or 'S' upon the remainder of the work
 - submit a score for the School-assessed Coursework based on an assessment of the remainder
- or
- refuse to accept any of the work if the infringement is judged to merit such a decision, thus
 - an 'N' will be awarded for the outcome
 - an 'NA' will be submitted for the School-assessed Coursework and/or the SAT

Where work was initially accepted for assessment and a breach of rules has been discovered after the initial assessment has been made then the Principal shall determine which of the above penalties should be imposed. This may result in a change of the original result from an 'S' to an 'N'. Similarly, the detected breach of rules may result in a score change.

Examinations

If a breach of examination rules, as reported to the VCAA, is found proven then the following penalties may be imposed:

- reprimand a student or
- amend or cancel the student's grade for the examination in which the contravention occurred or
- amend or cancel the student's grade for the examination and any or all of the assessments in the same study or
- amend or cancel the student's grades or other assessments in one or more studies, including cancellation of satisfactory completion of the study or
- cancel all the student's grades for examinations and other assessments conducted by the VCAA during the year and cancellation of satisfactory completion of the course

7.9. Lost, Stolen or Damaged School- Based Assessments

If a teacher or student has lost a **coursework** assessment task, or it has been stolen or damaged, they must complete a written statement explaining the circumstances. 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.

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 and 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.

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

7.10. Special Provision

Special Provision provides eligible students with the opportunity to participate in and complete their senior secondary studies. Individual students may need special provisions in their learning program to achieve the learning outcomes, and in assessment to demonstrate their learning and achievement.

Underpinning Special Provision is the understanding that students enrol in a VCE or VCAL unit with a reasonable expectation of being able to meet the requirements. VCE students granted Special Provision need to demonstrate their achievement fairly in meeting the outcomes of the study design as well as completing School-based Assessments and external examinations. Similarly, the programs and assessment tasks designed for VCAL students should allow each student to successfully complete the learning program without compromising the expectations of each of the components of the program in accordance with course requirements.

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. The underlying principle of Special Provision is to ensure that the most appropriate, fair and reasonable arrangements and options are available for students to demonstrate their capabilities if their learning and assessment programs are affected by illness, impairment or personal circumstances.

These are the guiding principles that must be satisfied in all the forms of Special Provision:

- The provision should provide equivalent, alternative arrangements for students.
- The provision should not confer an advantage to any student over other students.

Types of Special Provision

There are three types of Special Provision available to students completing VCE or VCAL:

- School-based Assessment
- Special Examination Arrangements
- Derived Examination Score (DES)

Specific eligibility requirements apply for each type of Special Provision.

Eligibility for Special Provision

Students may be eligible for Special Provision if, at any time while studying the VCE or VCAL, they are adversely affected in a significant way by:

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

These circumstances do not include matters or situations of the student's own choosing such as involvement in social or sporting activities or school events.

Students granted Special Provision must still complete all work related to satisfactory completion of the outcomes of a unit. Students absent from school for prolonged periods must still comply with the school's authentication procedures to demonstrate that they have completed the work and that the work is their own.

School-based Assessment

Students are eligible if their ability to demonstrate achievement is adversely affected by:

- acute and chronic illness
- long- term impairment
- personal circumstances

Strategies Available:

- rescheduling an assessment task
- allowing extra time to complete the task
- as a general rule students entitled to extra time should receive that following
 - If the duration of the SAC is one period they should receive an extra 10 minutes
 - If the duration of the SAC is two periods they should receive an extra 15 minutes
 - If the duration of the SAC is three periods they should receive an extra 20 minutes
- setting a substitute task of the same type
- replacing a task with a task of a different kind
- using a planned task to assess more outcomes, or aspects of outcomes, than originally intended
- using technology, aides or other special arrangements to undertake the assessment tasks
- deriving a score from other assessments or work completed by the student. This is only available where the above provisions are not feasible or reasonable

Special Examination Arrangements

Special Examination Arrangements may be approved to meet the needs of students who have disabilities, illnesses or other circumstances that would affect their ability to access the examination including:

- severe health impairment
- significant physical disability
- hearing impairment
- vision impairment
- specific learning disorder
- severe language disorder

Special examination arrangements may take the form of:

- extra reading (not exceeding 10 minutes per hour)
- extra writing time (not exceeding 10 minutes per hour)
- rest breaks
- alternative format examination papers
- permission to use special technological aids such as a computer
- a reader and/or scribe
- a clarifier
- alternative exam venue

Derived Examination Score (DES)

Students who are ill or affected by other personal circumstances at the time of an examination and whose examination result is unlikely to be a fair or accurate indication of their learning or achievement in the study may apply for a DES.

The purpose of a DES is to ensure that a student's final result for an examination reflects as accurately as possible the level of achievement that would be expected based on the learning and achievement the student has demonstrated in the study over the year.

The DES is not intended to be used to compensate for learning or achievement that has not been possible because of long-term illness or other ongoing conditions that have been present over the year.

Refer to the current ***VCE AND VCAL Administrative Handbook***.

English as an Additional Language (EAL) Status

A student is eligible for EAL status if

1. They have been a resident in Australia or New Zealand or other predominately English-speaking country for no more than 7 years or they are a student of Aboriginal or Torres Strait descent whose first language is not English.
2. English has been the student's major language of instruction for a total period of not more than 7 years over the period of their education.

Other special circumstances may apply. For further information refer to Student Services or the current ***VCE and VCAL Administrative Handbook***.