

# Warracknabeal Secondary College

## Senior School Policy

**Child Safety statement: Warracknabeal Secondary College is committed to child safety (Ministerial Order No. 870) and takes all reasonable steps to ensure that the safety of our students is paramount.**

### **Rationale**

This school community accepts and promotes the idea that all students can learn and that improvement in learning requires that students and parents have as much information as possible about what students are learning regarding the VCE and VCE subjects.

The responsibility for VCE and VCAL delivery and assessment is located with teachers. The [VCAA](#) VCE and VCAL Study Designs will be the key document to inform curriculum design, assessment and delivery in each study.

Teachers will be appropriately supported by the school community, and through continuous professional development opportunities. Key documents for each Unit 3 and 4 teacher will be VCAA previous years Result Data Analysis by study, in particular, results. By improving quality of delivery and assessment there is an improvement in the quality of teaching.

The Assistant Principal, Careers Coordinator, Years 10, 11 and 12 Coordinators and Domain Leaders are available at any time to assist and advise regarding delivery and assessment of VCE and VCAL Units.

### **Purpose**

- To clearly outline expectations of staff who are delivering VCE and VCAL units

### **Implementation**

#### **Course Outlines**

- Students (and parents) must be provided with a clear written Course Outline at the outset of classes for each unit. This should outline what is required and how all required outcomes can best be achieved. Throughout the semester work requirements need to be clearly defined through written outlines. Students will be provided with course outlines at the beginning of Unit 3 and Unit 4.
- Year long units studied by students in years 10/11 will be given a course outline at the commencement of Semester 1 and Semester 2.

#### **Assessment Practices**

- Assessment practices define what is valued in the school curriculum and influence a student's motivation to learn. A description and written feedback must accompany any grade given for any piece of work. Students should be helped to develop an understanding of their strengths and their weaknesses through assessment and feedback. The focus should be on what the student is achieving. In Unit 3 and 4 subjects, students must be informed that marks or grades are subject to moderation.
- At the beginning of each unit, students will be given a written schedule of SAC dates as part of the course outlines.
- There should be coherence between assessment procedures and teaching and learning. In each study there should be inter-relationships between the objectives of the study, its content, teaching strategies and assessment.
- Assessment procedures should define and communicate educational expectations and ensure that these standards are maintained. These procedures should support a wide range of learning and teaching approaches and outcomes. Students must be made aware of:
  - Date, Time and duration of the assessment
  - The content to be assessed
  - Where appropriate the value each assessment contributes to the study score
  - Resources allowed e.g. cheat sheet, bound reference, open book

- Format of the assessment e.g. short answer questions, multiple choice, oral presentation, essay
- Conditions under which the assessment will take place e.g. exam conditions, oral presentation
- At Warracknabeal Secondary College the commonly agreed grade ranges are as follows:
  - 0 – 39 % UG - With this score, the work was of such a poor standard that it has not met the minimum requirements of the task
  - 40 – 44% E
  - 45-49% E+
  - 50-54% D
  - 55-59% D+
  - 60-64% C
  - 65-69% C+
  - 70-74% B
  - 75-79% B+
  - 80-89% A
  - 90-100% A+

**NS** Work was **not** submitted for assessment

**NA** **Not Applicable**

**UG** **Ungraded**

- The VCE Coordinator will provide delivery planning and moderation/assessment support for teachers of all units including past results Data Analysis sessions, and will conduct moderation processes where more than one class operates for any VCE unit.
- Some subjects may need to form a small group partnership according VCAA guidelines. See the VCE Co-ordinator and careers teacher for appropriate forms and procedures.
- VCE Units 3 & 4: Assessments submitted by this school must be in accordance with VCAA guidelines so that they will be comparable on a state-wide basis as all school leavers compete for employment and entry into tertiary institutions and courses.
- Record Keeping: All teachers must maintain up to date and accurate records of their delivery in each unit and assessment of student work. It is particularly important to maintain accurate records of the receipt of required work.
- In the event of a query regarding any assessment a teacher will be required to present the relevant assessment records, including records indicating when or if required work has been received, and will need to justify the assessment.

#### Assessment in VCAL

- Each subject in VCAL requires the completion of Learning Outcomes that are set by VCAA (Victorian Curriculum and Assessment Authority). Students need to demonstrate competency in each of these Learning Outcomes. This is done by students completing a broad range of learning tasks, as well as participating in, and contributing to, different projects.
- In order to successfully pass a VCAL level, students are required to pass 10 units at their level (Foundation, Intermediate or Senior), as well as an Industry Specific skills study. Students can move up to the next VCAL level when they have achieved the required amount of units.
- Students have to complete 5 strands at each level of VCAL. These strands are;
  - Numeracy
  - Literacy
  - Work Related Skills
  - Personal Development Skills
  - Industry Specific Skills

## Student Information

- All staff should be familiar with the current VCE School Handbooks and VCAL School Handbooks that is supplied to all staff and parents/guardians and students.

## Satisfactory completion of Outcomes and Units

### ▪ **From the VCAA handbook:**

- The decision about satisfactory completion of outcomes is based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. This decision is distinct from the assessment of levels of performance.
- The key knowledge and skills and the advice for teachers included in the study design will assist teachers in making this judgment. The key knowledge and skills do not constitute a checklist of elements that needs to be assessed separately.

### ▪ **From the Assessment Guides:**

- Teachers must select assessment tasks from the designated list for each outcome published in the study design. Assessment tasks should be a part of the regular teaching and learning program and should not add unduly to student workload. Assessment tasks should be completed mainly in class and within a limited timeframe.
- The overall assessment program for the unit should include a variety of assessment task formats, include provision for authentication of student work and take into account the overall workload for students.

## What is a designated assessment task?

A list of study specific designated assessment tasks appear in Study Designs at the conclusion of each unit. Typically these tasks include tests, short and extended responses, reports, folios, analyses, presentations, annotated folios, summaries, a selection of exploratory works, practical activities, problem solving, etc.

As can be seen from the list above, the term 'designated assessment task' encompasses SACs and SATs, which are formal assessment tasks used to verify our reading of a student's understanding, to grade student performance and to prepare them for the end of year examination and the coursework activities most teachers set as part of their day to day teaching.

## S or N?

To satisfy an outcome students must demonstrate satisfactory completion of all SACs and SATs and undertake sufficient coursework to demonstrate engagement with the outcome.

**Students who have passed the SACs and SATs and have, on balance, satisfied the coursework requirements for an outcome will be assessed as S for that outcome.**

**Students who have passed the SACs and SATs but have, on balance, not satisfied the coursework requirements for an outcome will be assessed as N for that outcome.**

Students who have passed formal assessment tasks are likely to have demonstrated engagement with the course through the knowledge and skills they have demonstrated in these tasks. Should this not be the case students may query their results and teachers may be required to provide records of the role the uncompleted tasks play in satisfying the outcome.

## What is Coursework?

Coursework encompasses a range of classroom and homework activities set by the teacher to scaffold and support student learning with a view to students performing better on SACs as a result.

In moving to the use of coursework as a measure of engagement we must build in checks and balances to protect both teachers' professionalism and students' rights to equity within and between studies in the VCE. What does this mean in practice?

### ▪ **From the VCAA handbook:**

- All VCE units require 50 hours of class time. A student needs to attend sufficient class time to complete work. The school sets minimum class time and attendance rules. Where a student has completed work but there has been a substantive breach of attendance rules and the school therefore wishes to assign **N** to the unit, the school must assign **N** for one or more outcomes and thus the unit.
- Each VCAL unit is 100 nominal hours in length, and each unit that is successfully completed contributes one credit towards the VCAL at the appropriate award level. The nominal hours include both scheduled and unscheduled time.
- A school policy and set of procedures to cover absence from assessment tasks should be published and made available to staff, students and parents. When a student is absent from school for prolonged periods, or has been unable to complete all assessment tasks because of illness or other special circumstances, the school may upon application from the student grant Special Provision for school-based assessments. In this case, the student should not be penalised for lack of attendance. The Special Provision granted may allow a student to work from home for a period of time. The student and school should complete the application for Special Provision for School-assessed Coursework and School-assessed Tasks and the Unit Completion form and retain this at the school together with the supporting evidence.

It is expected that students with high levels of attendance who have listened to and/or participated in classroom activities, lectures and discussions, kept a fairly organised workbook and undertaken some homework tasks will easily demonstrate engagement.

## Course Outline: Informing students and their families

All students must be advised in advance of the assessment tasks and coursework requirements that must be satisfactorily completed to pass each outcome. This information will appear in the unit outline and scope and sequence documents. These documents will be provided to students in the first week of each semester.

It is wise for all teachers to remind students of what is required of them from time to time. Students then have time and support to catch up and to plan for the remaining weeks of the semester. Teachers and coordinators may need to help students with study planners and interim deadlines, even if they have already missed many deadlines.

## What should be in a unit outline?

All unit outlines must be provided to students at the start of each semester. The unit outlines should detail all formal assessment tasks including the form these tasks will take and the dates on which they will be held as well as information about any coursework requirements that students will be required to undertake to satisfy each outcome.

Coursework tasks will be drawn from the list of designated tasks and expressed in the detail appropriate to the study. For some studies such tasks will be explicit such as, for example, attendance at a performance, summaries of textbook chapters, a glossary of terms, designated problems. For other studies tasks may be more generic including for example, the maintenance of a workbook or visual diary, participation in classroom discussions, a collection of cuttings from a newspaper or garden, etc. it is important to explain these requirements to students but inadvisable to provide fine detail as tasks may vary as the semester progresses.

## **School-assessed coursework and classroom coursework**

### **–What is the difference and how can we make it work for us?**

All teachers provide students a unit outline with details of the course, outcomes and approximate assessment task dates at the beginning of each unit.

In addition teachers employ a range of class work, homework and coursework tasks, designed to engage students and ensure that they are:

- Creating a written and/or visual record of their developing knowledge and skills
- Consolidating their knowledge and skills through practise
- Demonstrating their grasp of the material covered in the course
- Creating a study resource for exam revision.

For teachers the results of these tasks also provide a useful evaluation of one's teaching.

Types of tasks set at the school include:

- Topic tests
- Chapter questions
- Homework that is
  - Sighted and recorded
  - Collected and assessed
  - Expected or understood to have been completed
- Compilation of glossaries
- Cloze tests
- Charts or tables for filling in
- Journals with a designated number of entries per topic
- Visual diaries
- Practise SACs
- Take home SACs
- Question sheets
- Activities to be completed at home including reading, research, responding to a stimulus, writing or creating
- A requirement to attend school on Wednesday or at another time to complete or make up a task or to attend an extra class
- Rehearsals
- The preparation of cheat sheets.

#### ***From the VCAA handbook:***

The decision about satisfactory completion of outcomes is based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. This decision is distinct from the assessment of levels of performance.

The key knowledge and skills and the advice for teachers included in the study design will assist teachers in making this judgment. The key knowledge and skills do not constitute a checklist of elements that needs to be assessed separately.

This means that if students pass each assessment task as designated in the Study Design for a unit provided there has been no breach of the rules they will pass the unit.

#### ***From the Assessment Guides:***

Teachers must select assessment tasks from the designated list for each outcome published in the study design. Assessment tasks should be a part of the regular teaching and learning program and should not add unduly to student workload. Assessment tasks should be completed mainly in class and within a limited timeframe.

The overall assessment program for the unit should include a variety of assessment task formats, include provision for authentication of student work and take into account the overall workload for students.

Students must be informed in advance when they are to be assessed for the satisfactory completion of an outcome using a designated assessment task. They must be provided with information about the task including the date on which it will take place, the scope and duration of the task and the criteria for assessment.

Coursework tasks should not be confused with assessment tasks. They make a valuable contribution to students' learning but their completion cannot be used to pass or fail a student for a unit.

We have published an attendance requirement of 80% and have set an attendance protocol and procedures in place to decide on satisfactory completion of a unit.

The VCAA allows schools to set the attendance requirements for the satisfactory completion of a unit.

### **Coursework**

1. Students should expect to demonstrate 50 hours of work in each study. If they attend regularly and complete the coursework in class this requirement will be easy to demonstrate.
2. Coursework supports learning and maximizes students' opportunities to achieve the best result possible. Students will keep a record of their learning in their workbooks. This record may be used to redeem an unsatisfactory assessment task.

### ***From the VCAA Handbook:***

If, in the judgment of the teacher, work submitted by a student for the assessment of an outcome does not meet the required standard for satisfactory completion, the teacher may take into consideration work previously submitted by the student provided it meets the requirements set out, or allow the student to submit further work. A teacher may permit a student to submit further work to meet satisfactory completion requirements of a unit. Students may **not submit further** tasks for the reconsideration of School-assessed Coursework scores awarded by the school.

3. Teachers will make coursework requirements explicit at the beginning of each unit and will reinforce these requirements by regularly recording coursework completion throughout the semester.
4. Coursework tasks to be a regular part of teaching and learning. Tasks to support development of knowledge and skills related to outcomes.
5. Teachers will keep accurate records of coursework requirements and achievement.
6. Students who are away are expected to work at home to catch up.
7. Students who fall behind will be required to catch up. The VCE coordinator should be informed if a student is falling behind.
8. For students who are unwell or have other documented extenuating circumstances Special Provision can be applied for to allow extra time to complete work.

### **Eligibility for award of the VCAL**

#### ***From the VCAA Handbook***

To be awarded any VCAL qualification, students must successfully complete a learning program that contains a minimum of 10 credits and includes:

- curriculum components that can be justified against the purpose statement for the Literacy and Numeracy Skills Strand\*: one credit is required for Literacy Skills and one credit is required for Numeracy Skills\*
- curriculum components to the value of at least one credit that can be justified against the purpose statement for each of the Work Related Skills Strand, Personal Development Skills Strand and Industry Specific Skills Strand
- a minimum of two VCAL units, one must be a VCAL Personal Development Skills unit at level.
- curriculum components to the value of six credits at the level of the VCAL award or above: one of which must be for Literacy Skills.

Any VCAL student who passes a VCE unit (Unit 1, 2, 3 or 4), this will count as a Foundation, Intermediate and Senior Unit. Eg. If a student passes Product Design and Technology Unit 1 and 2, then they would only have to complete 8 Units at a Senior level.

**At the end of semester, students who receive one or more Not Satisfactory outcomes will be identified and will be required to attend an interview with the Senior school coordinator.**

### Appeals

Students have the right to appeal decisions about:

- Non Satisfactory Completion
- Special Provision
- Authentication
- Extensions
- Redemptions
- Other breaches of rules


The process for appeals is as follows:

- Student notifies the coordinator of intention to appeal
  - A formal interview will be undertaken with a school based appeals panel
  - Composition of the panels will be the Principal or nominee, coordinator and relevant teachers.
- Students may request a support person to be present, e.g. parent/guardian/friend.

- All deliberations must be documented and outcomes must be conveyed to the student in writing

**This information should be read in conjunction with the Student VCE Handbook and Course Information book**

**Evaluation:** This policy will be reviewed as part of the school's three-year review cycle or more often if necessary, due to changes in regulations or circumstances.

Ratified by School Council	Date:	19 October 2020
Signed:	Principal:	
	School Council President:	