

# Summary of VCE procedures for GPSC students

This information is based on information published by the Victorian Curriculum and Assessment Authority (VCAA) in the VCE and VCAL Administrative Handbook <https://www.vcaa.vic.edu.au/administration/vce-vcac-handbook/Pages/index.aspx>

## ATTENDANCE

Gladstone Park SC expects all students to attend 100% of the time. This clearly helps their performance. However, inevitably there are minor illnesses or other incidents which prevent perfect attendance.

To pass a student must do both of the following:

- Be in class or on a school approved activity for at least 80% of the time.
- Have unexcused absences at less than 10 %

“The school sets minimum class time and attendance rules. If a student has completed work but there has been a substantial breach of attendance rules, and the school therefore wishes to assign an N to the unit, the school must assign an N for one or more outcomes and thus the unit.” From the VCAA Administrative handbook.

The Senior School Office Manager collects and records all absence notes and medical certificates, and they may also be aware of other reasons for student absence. Teachers concerned about a student’s attendance should speak to the Year Level Coordinator as soon as possible. Determination of an N on the basis of attendance will be made by the Senior School Principal.

## MISSED SACS

Coordinators administer missed SACS.

If a student misses a SAC they:

- Are required to sit the SAC and must be prepared to do so immediately on their return to school
- must get a medical certificate (illness) if absent from school

The Senior School will determine if the absence is either:

1. Legitimate and the SAC is to be graded
2. The absence was unapproved and the SAC is not to be graded

There are two ways in which a student may sit the missed SAC:

### 1. the teacher may decide to run the make-up SAC

Where a teacher runs the make-up SAC, they will inform the student of the date, time and location of the Make-up Session. Students are responsible for keeping track of this via their planner. Teachers will ensure that the SAC conditions are consistent with those for the rest of the class

### 2. the teacher may request the student sit the missed SAC during a coordinator supervised Make-up Session

Where the teacher requests that the student complete the SAC in a coordinator supervised Make-up Session, the student will sit the SAC in a make-up session held after school, supervised by Year Level Coordinators. Only Year Level Coordinators can authorise attendance at these sessions. Thursday afternoon is set aside for double period SACS.

## SATISFACTORY (S)

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 the unit. **The assessment of levels of achievement is separate from the decision to award an S for satisfactory completion of a unit – i.e. it is possible for a student to achieve an S and be ungraded on an assessment task.** VCE unit results (S or N) contribute to satisfactory completion of the certificate and not to study score calculation.

In order to achieve their best, students need to work diligently and consistently. The teacher must decide whether the student has satisfactorily met the outcome through demonstration of the skills and knowledge in the work done PRIOR to the SAC/SAT. Where a student has not met the outcome, the SAC/SAT may be their final opportunity. Note, there are no SAC/SAT “re-sits”.

To ensure fairness and equity, prior to the beginning of each unit, the teacher will confer with their LA Leader about the sort of work required to demonstrate an S and will communicate to students the expectations for satisfactory achievement of outcomes.

## **STUDENT WORK ETHIC AND LOW ACHIEVEMENT**

While students may be up to date with outcome-related work – it may also become apparent that the quality of this work is lower than could be expected for a particular student. Other work set in the course may not be complete, or a student may be at risk of not demonstrating an outcome on a future SAC, based on their work to date. Teachers will provide Senior School with details of the work that is outstanding and other relevant information. Students are then counselled and placed in a catch-up class until performance in the subject improves. Catch-up classes are run on Monday to Thursday nights after school. Students can receive tutorial assistance, or simply use the time to undertake additional work in a subject.

If the student continues to produce work which is not of a satisfactory standard then the teacher will inform Senior School. This notification prompts Coordinators to counsel students, schedule catch-ups or tutor sessions, and where necessary communicate with parents/carers.

## **NON SATISFACTORY (N)**

When a student has not demonstrated an outcome as specified in the study design, teachers notify Senior School immediately. As noted above, there will have been prior discussion with Senior School about this student being at risk of receiving an “N” and actions already undertaken.

Senior school keeps a record of Ns so that students at risk of not being awarded their VCE can be identified as soon as possible.

## **BREACH OF VCAA RULES - AUTHENTICATION**

Schools are responsible for ensuring that students comply with VCAA rules for School-based Assessment.

In considering that a student’s work is genuinely their own, teachers will consider whether the work:

- is not typical of other work produced by the student
- is inconsistent with the teacher’s knowledge of the student’s ability
- contains unacknowledged material
- has not been sighted and monitored by the teacher during its development.

### **ROLES AND RESPONSIBILITIES**

- The supervising teacher is responsible for reporting any suspected breach of the rules of authentication.
- Allegations may be made by any person with information that suggests rules have been breached, for example, a teacher, a student, a parent or an external party such as a tutor.
- Senior School Coordinators and/or Program Manager are the delegate of the College Principal to be the initial point of contact for reports.
- Senior School Coordinators and/or Program Manager are the delegate of the College Principal to conduct investigations and are responsible for all associated communication.
- The College Principal or Senior School Principal make the decision whether there has been a breach of rules. They may decide to convene a meeting or hearing to decide whether or not the allegations are proven and, where a breach has been found, the sanctions that will apply.

### **INVESTIGATING ALLEGED BREACHES OF RULES IN SCHOOL-BASED ASSESSMENT**

The process of investigation aligns with the [VCE and VCAL Administrative Handbook](#).

The purpose of the investigation is to determine whether there is any substance to an allegation that a student has breached VCAA examination rules or School-based Assessment authentication rules. If so, the evidence should be put to a decision-maker for determination as to whether the allegations are proven, or not proven. The investigation will give the student the opportunity to be heard.

If a breach of VCAA rules was discovered after the work had been assessed, a penalty will be applied and, if necessary, the student’s records adjusted. For example, the original outcome result may change from an S to an N. Similarly, the detected breach of VCAA rules may result in a score change. Other outcomes may also be appropriate.