

KERANG
Christian College

VCE

Student Policy Handbook

2016



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Contents

1.0	Introduction	7
2.0	Commonly Used Terms	8
3.0	Introducing the Victorian Certificate of Education	12
4.0	Overview of the VCE	13
4.1	Changes in Course Selection	14
4.2	VCE Attendance Policy	15
4.3	Year 10 VCE Acceleration Program	18
4.4	Administrative matters and student privacy	18
4.5	Students seeking EAL status	18
5.0	Assessment in the VCE	19
5.1	Learning Outcomes	19
5.2	Satisfactory Completion of Learning Outcomes	19
5.3	Unit 1 & 2 - Assessment Tasks	20
5.4	Reporting	20
5.5	Unit 3 & 4 - School Assessed Coursework (SACs)	21
5.6	Unit 3 & 4 - School Assessed Tasks (SATs)	22
5.7	Authentication of SACs and SATs	23
5.8	Authentication Process	24
5.9	Academic Integrity and Plagiarism	25
5.10	Unit 3 & 4 Study Scores	26
5.11	The Australian Tertiary Admission Rank (ATAR)	27
5.12	Appeals Against College Decisions	28
5.13	Redemption From an 'N' Result in a SAC	29
5.14	Extension of Time for Assessment Tasks & Alternate SACs	30
5.15	Unit 3 & 4 - General Achievement Test (GAT)	31
5.16	Moderation of Unit 3 & 4 SAC Scores	31
5.17	Unit 3 & 4 External Examinations	31
5.18	Assistive Technology	32

5.19	Storage and Sampling of Student Work and Assessment Documents.....	32
5.20	Behavioural Expectations of Students During Assessment Tasks.....	33
5.21	Out of Class Learning Activities	35
6.0	Special Provision	36
6.1	Curriculum Delivery and Student Programs	37
6.2	School-Based Assessment.....	37
6.3	Special Examination Arrangements.....	37
6.4	Derived Examination Score	38
6.5	Procedures for Applications.....	38
7.0	Lost, Stolen or Damaged Work.....	39
8.0	Homework.....	40
9.0	Private Study	41
10.0	Time Management.....	42
11.0	VCE Review Panel.....	43
12.0	Distance Education.....	44
13.0	Student Use of Vehicles	45
14.0	Late Arrival and Early Departure	46
15.0	Promotion in the Senior School	47
16.0	Useful Links.....	48
	Appendices.....	50
	Evaluation.....	50
	Related Policies	50

Our Motto

Integrity, Faith, Family

Our Vision

Kerang Christian College aims to provide a solid foundation of academic excellence and spiritual growth towards authentic Christian living.

Our Mission

The school aims to see the following achieved:

- An integration of Christian faith and character in students.
- Excellence in Christian education from a Biblical Christian worldview.
- A Christian education community where every person is valued and nurtured in their faith and healthy relationships are promoted.
- Enhanced partnerships between parents, students and staff, strengthening the teaching and learning process.
- The provision of high quality facilities and resources.
- The effective stewardship of assets, both human and physical.
- Students equipped for service and citizenship as an expression of their Christian faith.
- Students achieving personal excellence in academic, social, physical, cultural and spiritual outcomes.
- A culture of continuous improvement, professional development and pastoral support among staff and the school community.
- Effective communication with parents and the wider community.
- Provision of a safe environment.

From the Principal

The 2016 academic school year marks the commencement of Prep to Year 12 studies being offered at Kerang Christian College. Furthermore, it is a historic achievement for our community with the College being the only Prep to Year 12 Christian school provider in the region.

The staff at Kerang Christian College look forward to seeing our first cohort of students pursue excellence in their studies during the 2016 school year.

In order to make the most of your Senior School opportunities, we encourage you to develop detailed goals. We look forward to working in partnership with you and your parents to assist you in achieving your goals throughout the year.

Our aim is to help every student achieve their desired destination at the end of Year 12, whether this be a university pathway, a training program, TAFE or paid employment. Our staff look forward to working with you to develop a program that best meets your goals.

My recommendation is to read this handbook and the Subject Selection Handbook carefully, listen to advice, and have the conversations with the people who can help –your teachers, the Head of Senior School and, importantly, your parents.

This VCE Student Policy Handbook contains essential information regarding the VCE policies and procedures of both the VCAA and Kerang Christian College. Knowledge and application of its contents will prevent many unnecessary problems throughout the year.

We wish you every success and God's blessing as you take on the responsibilities of being a Senior School student at Kerang Christian College. We look forward to a special year in the history of our College and encourage you to play a significant role in leading the way for future Senior School students.

Michael Bond
Principal



Key Contacts

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1.0 Introduction

This handbook provides helpful advice for Kerang Christian College Victorian Certificate of Education (VCE) students and parents. It will provide you with invaluable information as you proceed through the VCE. This handbook provides policies related to the VCE; make sure you read them carefully. Keep this document on hand and in a safe place as you will need to refer to it throughout the year. Parents and students are required to read this document and complete the Parent and Student Declaration Form at the commencement of each academic year (Appendix A). These policies outline the requirements that students must adhere to in order for the VCE to be awarded. Further clarification and explanation is available on the Victorian Curriculum and Assessment Authority (VCAA) website or by appointment with the Head of Senior School.

Kerang Christian College has high expectations of its students, in particular its VCE students. The College must be able to rely on its Senior School students, both within and outside of the College environment. In all circumstances students are expected to act in a mature and responsible manner.

VCE students are expected to undertake leadership roles within the College community. Kerang Christian College values its Senior School students and places trust in them to set the right example for other members in the College community. The VCE years provide an opportunity for students to further develop leadership skills and to be seen as role models amongst younger students. There are many avenues for Senior School students to present themselves in this manner and it is expected that students will make the most of these opportunities to participate in the life of the College community.



2.0 Commonly Used Terms

Assessment of level of performance

Assessment of levels of performance in Units 1 and 2 is the responsibility of the School. The VCAA supervises the assessment of all students undertaking studies at Units 3 and 4 level.

Assessment Task

A task set by the teacher to assess students' achievements of unit outcomes for School-assessed Coursework (see also Outcomes).

ATAR - Australian Tertiary Admission Rank

The Australian Tertiary Admission Rank (ATAR) is a number from 0.00 to 99.95, which represents a student's rank in comparison with other students completing VCE in that same year. It is calculated using a student's Unit 3 & 4 scaled study scores, and is used by universities and TAFEs to select students for courses.

Authentication

The process of ensuring that the work submitted by students for assessment is their own.

Breach of rules

Students are expected to abide by both College policy regarding the VCE, and sign a declaration agreeing to abide by VCAA rules. If the rules are not adhered to in any way a variety of penalties are applied, depending upon the situation.

Derived Examination Score (DES)

Provision available for students who missed an external Unit 3 & 4 examination or whose external Unit 3 & 4 examination performance has been impaired due to illness or other personal circumstances.

External Examinations – Unit 3 & 4

External assessments set and marked by the VCAA. All VCE Units 3 & 4 studies have at least one examination. Most written examinations are held in October and November. Performance examinations and oral examinations are held in October.

GAT - General Achievement Test

All students enrolled in one or more Unit 3 & 4 sequence must sit the General Achievement Test (GAT). This is a general knowledge test used by VCAA to verify school-based marks. The GAT score itself does not count towards the end of year results, but it is an important part of the moderation process.

Outcomes

What a student must know and be able to do in order to satisfactorily complete a unit as specified in the VCE study design.

Prerequisites

Subjects which must be completed for admission to tertiary courses.

Redemption

Providing a student with an opportunity to complete a further assessment task in an area where their performance was previously unsatisfactory.

SAC - School Assessed Coursework

The tasks or activities that teachers use to assess whether a student has met the outcomes they need to in order to satisfactorily complete the unit of study. They are typically conducted at school in test conditions, in one or two lessons. Units of study will usually have at least three SAC's, although this can vary from unit to unit.

SAT - School Assessed Task

More practical units such as Food and Technology, Studio Art and Systems Technology for example, include assessments that take longer to complete than one or two lessons. In fact, they are often completed through the duration of the unit. These assessments are called School Assessed Tasks, or commonly, SATs.

Satisfactory Completion

Decision made by the College that a student has demonstrated achievement of outcomes for a unit. Students receive an 'S' for the satisfactory completion of a unit. If they do not satisfactorily complete a unit, they receive an 'N' indicating not satisfactory. A 'J' result is to be used when the student is no longer attending classes and has not submitted work for assessment. Where a student receives 'N' or 'J' for one or both units 3 & 4 sequence, the student will not receive a Study Score for the study. VTAC policy is that the study will not contribute to the student's ATAR.

Scaling

The statistical process used to determine the degree of competition in each study by comparing the performance of the entire group of students in a study with their performance in all other studies in which they have achieved a study score.

Special Provision

Special arrangements that are made to allow students who are experiencing significant hardship the maximum opportunity to demonstrate the required knowledge and skills for a unit of study.

Semester

Equivalent to half a school year or two terms.

Sequence

The sequence is the order in which a student completes Units. For example, a student must study Units 3 and 4 in sequence.

Special Access Entry Scheme (SEAS)

The Special Entry Access Scheme (SEAS) is the umbrella program run by most institutions for applicants who have experienced educational disadvantage. The program allows selection officers to grant extra consideration for course entry to applicants, but it is not used as a replacement for course entry requirements. Consideration of SEAS may relax some aspects of the specific requirements but not exempt them.

Special Examination Arrangements

Arrangements that are approved to meet the needs of students who have severe disabilities, illnesses or other circumstances that would affect their ability to access the examinations.

Statement of Results

The document issued by the VCAA showing whether a student has successfully completed the VCE. It shows the graded assessment and study scores for each sequence of Units 3 & 4 and a record of achievement (S or N) for all VCE subjects undertaken.

Units

The components of a VCE study that are a semester in duration. There are usually four units in a VCE study, numbered 1, 2, 3 and 4.

Unit 1 and 2

Units within a VCE study designed to approximate the Year 11 level of difficulty.

Unit 3 and 4

Units within a VCE study designed to approximate the Year 12 level of difficulty.

Statistical Moderation

The process used to ensure that schools' assessments are comparable throughout the State, in Unit 3 & 4 studies. It involves adjusting each school's coursework scores for each study to match the level and spread of the combined examination and GAT scores for the students in that school doing that study.

Study Design

A study design for each Unit 3 & 4 VCE study is published by the VCAA. It specifies the content for the study and how students' work is to be assessed. Schools and other VCE providers must adhere to the requirements in the study designs.

Study Score

A Study Score is a number out of 50 that provides an indication of how well the student has completed the subject compared with all other students who were enrolled in that subject. It is based on students' results in school assessments and examinations.

VASS - VCE Administrative Software System

The Internet-based system used by schools to register students and enter VCE enrolments and results directly onto the VCAA central database.

VCAA - Victorian Curriculum Assessment Authority

The statutory body responsible for providing curriculum and assessment for Victorian students, including the Victorian Certificate of Education.

VCE - Victorian Certificate of Education

The qualification achieved by students in Victorian schools who satisfactorily complete at least 16 units of study including at least three of English, and three sequences of Units 3 & 4 other than English. Units of study are semester (half a year) length.

VTAC - Victorian Tertiary Admissions Centre

The Victorian Tertiary Admissions Centre acts on behalf of Universities and TAFEs in coordinating the selection of Year 12 school leavers. VTAC is the body that calculates, distributes and utilises the Australian Tertiary Admission Rank (ATAR).

VTAC Guide

The VTAC publication that lists the courses available for application.

VICTER (Victorian Tertiary Entrance Requirements)

VICTER is published by VTAC for Year 10 students who are considering applying for tertiary study the year after they complete Year 12. For example, 2016 Year 10 students should refer to VICTER 2019 for the entry requirements (including subject pre-requisites) and selection criteria of the tertiary courses they are interested in pursuing. It is written to assist Year 10 students to make choices about their Year 11 and 12 studies.

3.0 Introducing the Victorian Certificate of Education

The Victorian Certificate of Education (VCE) is a well-recognised and valuable acknowledgement of achievement for students. Successful completion provides students with an opportunity to seek access to tertiary institutions as well as providing information to employers about a student's ability to cope with a wide range of complex tasks, meet deadlines and apply knowledge and skills to various problems.

The main aim of the College is to assist the student to develop sound working habits so that all VCE studies undertaken are satisfactorily completed.

The VCAA requires details regarding the satisfactory completion of Outcomes and School Assessed Coursework (SACs) for each unit. As a requirement of the courses set down by the VCAA, policies have been established to ensure that the correct procedures are carried out in all schools.



4.0 Overview of the VCE

The VCE is made up of a series of studies, each of which is divided into units that require one semester to complete. Generally Year 11 students will complete Units 1 and/or 2 of their chosen studies, whereas Year 12 students will complete Units 3 & 4 (which must be studied as a sequence). It is quite common however, under the College's VCE Acceleration Program, for Year 10 students to study a Unit 1 & 2 sequence and then study the Unit 3 & 4 sequence of that same subject whilst in Year 11.

It is expected that Year 11 students will undertake 12 Units of Study, of which English Units 1 & 2 is compulsory. These 12 units may include a Unit 3 & 4 acceleration subject, according to availability.

It is expected that Year 12 students will undertake 10 Units of Study, of which English Units 3 & 4 is compulsory. Should a student have already completed a Unit 3 & 4 acceleration subject, they will still be expected to complete a minimum of 10 Units of Study in their final year of school. (Under extenuating circumstances, for example ongoing illness, it may be possible for the Head of Senior School and Head of Secondary School to grant permission to a student to study less than the recommended 10 Units of Study in Year 12. This will remain at the discretion of the College and will always be considered in accordance for the best possible outcomes for the student).

For each student, completion of the VCE means satisfactorily completing the following:

- A minimum of 16 Units, including at least 3 of English
- 3 sequences of Units 3 & 4 other than English

These are the minimum requirements as outlined by the VCAA. The College expectations allow students greater flexibility in their VCE program.

In order to calculate a student's ATAR, satisfactory completion of Units 3 and 4 of an English sequence is required. Each study is conducted according to the VCAA Study Designs, details of which will be given to the students by their teachers at the start of each unit of work. Current Study Designs are also available on the VCAA website.

The program chosen by each student will reflect the career and/or tertiary aspirations of that student.

4.1 Changes in Course Selection

There may come a time when a student wishes to reassess their chosen VCE subjects and the direction they are heading. Students are reminded of the importance of clarifying whether there are pre-requisites for their intended career and further study pathway. Universities and TAFE Colleges have published the list of Units 1 & 2 and Units 3 & 4 pre-requisites for all tertiary courses. Students should ensure that these pre-requisite studies are included in their program at the appropriate level. For further information please refer to the relevant VICTER and VTAC Guide.

Any course selection changes need to be reviewed in light of a student's chosen career and tertiary study pathways. Students are encouraged to carefully select their subjects initially so as to minimise any potential interruptions due to change. Further advice is contained in the Subject Selection Guide and students should review all relevant information before pursuing a course change. Nevertheless, students should not feel that their VCE choices are set in concrete. It is, however, important to understand that any decisions that require a change in subject choices should not be made lightly or in haste. Any potential changes to study selection must be discussed fully with parents, teachers and the Head of Senior School. The timing of these decisions is also important. Changes are best made prior to any classes taking place in the subject, ensuring that the student has not missed any subject content.

In the case of a carefully made decision to change after classes have commenced, the earlier a change of unit is requested, the better, as it makes it more feasible to catch up on work that has already been missed in the new subject. There are final dates each semester, after which a change is not permitted. Final dates are available on the Change of Unit Request Form. Under most circumstances students will not be permitted to change a Unit 3 & 4 sequence after two weeks from the beginning of the year.

A Change of Unit Request Form (Appendix E) will need to be completed and signed before a change may occur. This generally involves changing from one study to another, although in extenuating circumstances, such as illness, it may be possible for a student to drop one subject altogether. Again, such changes require consultation between their parents, student and the Head of Senior School before a decision is made. The decision will be made in accordance with the best possible outcomes for the student.

After extensive discussion, if any student wishes to discontinue their enrolment from VCE altogether, they must complete the College's official exit form, authorising the VASS administrator to withdraw the student from the VCE.

4.2 VCE Attendance Policy

The VCAA places the onus on the determination of 'satisfactory attendance' with individual schools. Kerang Christian College's requirements in relation to VCE attendance are explained in this section, and also within the College Attendance Policy. Unsatisfactory attendance can result in non-satisfactory completion of a unit.

Students are expected to attend all time-tabled classes, excursions, College and Year Level Assemblies, including Chapel services, and be punctual at all times. The College policy is a minimum required class attendance of 90% (unless acceptable explanations are provided) for each unit of study during a semester. All subject teachers will mark a class roll during each lesson.

Attendance of VCE classes is extremely important, being absent for a class will mean missing key subject content and information and valuable contact time with the teacher. If students are absent from class during a SAC they risk the non-achievement of a score for that particular task. It is for these reasons that the College has specific requirements when it comes to providing evidence for the reasons a student is absent.

If a student's absence is known in advance:

- There are some circumstances where a student may know in advance that they will be absent on a particular day. Please note that the only acceptable reasons for these types of absences are in the case of serious events for which there can be no possibility of scheduling outside of College hours. For example, a medical procedure or attendance at a funeral.
- It is important to note that driving lessons/tests, part-time work and family holidays are not acceptable reasons for an absence, as these are events that can be scheduled outside of College hours. If a parent/guardian believes there may be extenuating circumstances surrounding the need for a student to be absent from classes, they should contact the Head of Senior School and discuss the appropriate course of action.
- In the event of an acceptable reason for a student to be absent the Head of Senior School should be notified in writing as soon as is practical. Substantiation in the form of a medical certificate/letter, or funeral notice will need to be provided within three (3) days of returning to school.
- Where a student will be, or proposes to be, absent from school for an acceptable reason during the assessment of an outcome (SAC), an 'Alternative SAC Request Form' (Appendix D must be completed and submitted to the Head of Senior School at least one week prior to the scheduled date.)

Other absences:

- The College is to be informed of the student's absence by 9:30am on the day of absence by a parent/guardian, as per the Attendance Policy. The College Administration will notify all relevant teaching staff, including the Head of Senior School of the student's absence. Students will be aware if they were going to be undertaking an assessment on that day. In this case, the subject teacher should be personally notified, either by phone call or by email.
- If a student is absent due to a medical condition that involves a visit to a doctor or hospital, a medical certificate must be provided. As a general recommendation, we would advise that medical certificates are routinely sought in any situation where a student attends a doctor that results, or may result, in any time away from school. If the medical condition does not involve a visit to the doctor or hospital, a note from a parent or guardian explaining reasons for the absence must be provided. If you wish to further discuss the need for a medical certificate, please contact the Head of Senior School. Accurate documentation regarding absences is vital and can be of benefit to students when matters of Special Provision are being decided.
- If a student is absent due to ill health or another medical condition during the assessment of an outcome, a doctor's certificate must be provided upon the student's return to school and lodged at the office for the records of the Head of Senior School. This student will need to request the opportunity to sit an alternative SAC Task using the 'Alternative SAC Request Form' (Appendix D).
- If a student is absent for reasons other than a medical condition, a note signed by a parent or guardian or another authority of relevance to the absence must be provided. It is important to note that these absences may or may not be considered acceptable, at discretion of the Head of Senior School and Head of Secondary School.

Other information regarding attendance:

- All signed notes and medical certificates must be lodged at the office for the records of the Head of Senior School.
- Students need to attend sufficient class time to complete course work done mainly in class, which is necessary for authentication.
- Where students have completed work but there is a substantive breach of class attendance, the student may be awarded an 'N' (not satisfactory) at the discretion of the Head of Senior School.
- If a student is absent during a SAC for any reason, an 'Alternative SAC Request Form' must be completed and submitted to the Head of Senior School, who shall discuss the reasons for the request with the subject teacher. Each request for alternative SAC arrangements will be considered on its merits and approval of the request will be at the discretion of the Head of Senior School, in consultation with the subject teacher.
- If there has been no prior notification of the reason for the student's absence during a SAC (either leading up to, or on the day) from the student, or parents/guardians of the student, then that student can be considered to have not demonstrated the outcomes concerned and should therefore be considered as needing to complete a redemption task (see section 5.13). Any grade/score for that particular SAC will be zero. If appropriate notification has been given (for example, notification from parent followed by medical certificate etc.) with subsequent approval from the Head of Senior School, then arrangements must be made for an alternate SAC to be completed as soon as practical.
- Attendance data will be gathered from each subject teacher at the conclusion of each term. Parents/guardians of students at risk of non-satisfactory completion as a result of non-attendance will be contacted by the Head of Senior School.
- The Head of Senior School will file all notifications of student absences.
- As most coursework is to be completed predominately in class time, full attendance is vital for fulfilling the outcomes and completing the requirements of the VCE. It is the responsibility of any student who is absent to find out what work was covered during his or her absence and what work may have been set during that time. The excuse, "I didn't know because I was away", is unacceptable.

4.3 Year 10 VCE Acceleration Program

Students at Year 10 will be given the opportunity to undertake a Unit 1 and 2 sequence as part of an acceleration program. In Year 11, they then have the opportunity to continue in the Unit 3 and 4 sequence of the same subject. Specific subjects will be made available for acceleration and Year 10 students wishing to participate are required to apply using the appropriate Acceleration Application Form (Appendix F). Selection is dependant on the following criteria:

- Previous achievement in related subject areas has been consistently above 70%;
- Demonstration of a positive attitude and diligent approach to studies;
- Attendance at a selection interview with the Head of Senior School and subject teacher;
- Agreement and subsequent signature of parents/guardians on the application form;
- Availability of places in the subject;
- Favourable blocking of subjects in the timetable.

Please note that Year 11 students will be given preference in the event of limited enrolment places, and blocking considerations.

4.4 Administrative matters and student privacy

Students are asked to complete a Student Personal Details Form each year they are enrolled in the VCE. This enrolment information is stored on VASS. Students will be required to check the accuracy of the information at the beginning of the year. They will also sign a declaration saying that they will abide by VCAA rules and regulations regarding the VCE.

Students will have the process and required information explained to them and assistance will be provided if necessary.

This information is maintained in VASS, the VCAA central database, and any hardcopies of the student's details are kept in a secure location on the College premises.

4.5 Students seeking (EAL) status

The satisfactory completion of English is compulsory in the achievement of the VCE. Students from non-English speaking backgrounds, who are hearing impaired or of Aboriginal or Torres Strait Islander backgrounds may wish to apply for EAL status to enrol in EAL. Students should indicate their EAL status on their Student Personal Details Forms. The College will then supply the student with an Application for Enrolment in English as an Additional Language Units 3 & 4, which the student should complete and return to the College. Pursuant to the VCAA criteria provided in the VCE and VCAL Administrative Handbook (2015) Section 2.1 of Administrative information: Students, the Principal will grant EAL status.

5.0 Assessment in the VCE

Please note, VCAA is the governing body on the VCE, and will be referred to many times in this section.

To be awarded the VCE, a student must satisfactorily complete:

- At least 16 Units, including at least 3 of English
- 3 sequences of Units 3 & 4 other than English

In order for a student to be awarded an ATAR students must satisfactorily complete:

- Unit 3 & 4 of English (any)
- 3 other sequences of Units 3 & 4
- A Study Score must be obtained in all of these units

Satisfactory completion requires that a student satisfy the necessary learning outcomes as stated in each Unit of Study.

5.1 Learning Outcomes

For each VCE Unit of Study there are prescribed Learning Outcomes which must be satisfactorily demonstrated by students to achieve an 'S' for that unit, thus indicating satisfactory completion. Each outcome will involve students demonstrating key knowledge and key skills, as outlined in the subject Study Design. The demonstration of which is through a variety of tasks appropriate for that particular subject. The Study Design sometimes stipulates these tasks, although the subject teacher more commonly determines the tasks. Teachers will give students details of these tasks at the beginning of each unit.

5.2 Satisfactory Completion of Learning Outcomes

To obtain an 'S' for a unit, students must satisfactorily complete all Learning Outcomes for that unit. The subject teacher will determine satisfactory completion of each unit. This is done using information given in the Study Design and accompanying Assessment Guides.

Required outcomes for a VCE study cannot be modified. Students must be assessed according to the criteria given in the appropriate Study Design. The methods in which some outcomes are assessed may be modified in special circumstances, such as illness or injury. Such modifications will be at the discretion of the Head of Senior School after consultation with subject teachers, the student concerned and parents/guardians. Please refer to Section 6.0 Special Provision for further information.

5.3 Unit 1 & 2 – Assessment Tasks

Assessment tasks are specific activities that are used to determine whether a student has demonstrated key knowledge and key skills for a learning outcome. These tasks are referred to as SACs.

The College will assess the standard of completion or demonstration by providing a percentage score for the task. The assessment task percentage will contribute to the final marks given for the Unit of Study and will appear on the End of Semester Reports. Marks for Unit 1 & 2 subjects are an internal measure of the standard of completion by a student, and are not moderated against other students from other schools. Letter grades associated with the percentage scores will be in accordance with the College Grading system as follows:

A+	90% - 100%	A	80% - 89%
B+	75% - 79%	B	70% - 74%
C+	65% - 69%	C	60% - 64%
D+	55% - 59%	D	50% - 54%
E+	45% - 49%	E	40% - 44%
UG	Below 40%		

Subject teachers will determine the appropriate Assessment Task/s for each outcome and students will be provided information regarding the assessment task two weeks prior to the task. The information will include the date of the assessment, duration and key knowledge and skills to be assessed.

All Unit 1 & 2 subjects conclude with a formal examination conducted during VCE Examination Week.

5.4 Reporting

Interim Reports:

Interim Reports are written on student progress for all VCE students during Terms 1 and 3. These reports provide indicative feedback on student performance and behaviour. Provision is made for teachers to specifically request interviews with particular parents.

Secondary School End of Semester Reports:

Secondary School reports indicate whether a student has satisfactorily or not satisfactorily completed VCE Units and provide detailed information regarding student achievement on assessed tasks during the semester. Reports are sent to parents at the end of Semester 1 and Semester 2, with the exception of Unit 4 subjects. A summary of School-based Assessment results will be provided in an Interim Report during early Term 4. A further reminder that Unit 3 and 4 School-based results are subject to moderation by the VCAA in the calculation of the study score.

5.5 Unit 3 & 4 – School Assessed Coursework (SACs)

SACs allow the teacher to rate an individual student's performance in relation to other members of the class. Each SAC represents a component of the total school-based mark for that study. These results are given to VCAA who use them in the calculation of the Study Score for the subject.

- All SACs must be clearly the student's own and must be completed on time, to the standards required in the relevant Study Design and as outlined by staff at Kerang Christian College. Students must ensure that any SAC work (planning or final copies) is submitted directly to the subject teacher.
- SACs are primarily designed to be completed during class time, which means that students must come to class fully prepared with the appropriate materials, texts, notes etc. SACs will be retained between classes by the subject teacher if a task extends beyond one classroom session.
- VCE teachers, in consultation with the Head of Senior School, will organise the spread of assessments throughout the year in order to ensure a consistency of workload. This will lead to the development of a SAC calendar. Each teacher will be responsible for issuing planned SAC assessment dates at the beginning of each unit. These planned dates will be confirmed closer to the date of each individual SAC. Dates for SACs will be set so that there is sufficient time to mark the work, have it cross-marked where necessary, and then have the results sent to VCAA by the specified dates.
- After SACs are submitted for assessment, teachers will provide feedback to students, including a numerical score where appropriate, advice to students on particular problem areas and advice on where and how improvements can be made for further learning. Students should carefully read feedback and follow advice as indicated. It is important to note that the initial teacher assessment grade is subject to statistical moderation by the VCAA.
- Teachers will determine the manner in which SAC tasks should be administered in their classes, maintaining accordance to Section 5.9 Academic Integrity and Plagiarism. If a task is to be completed over more than one day, then the teacher will make it very clear what work (if any) may be done out of class time.

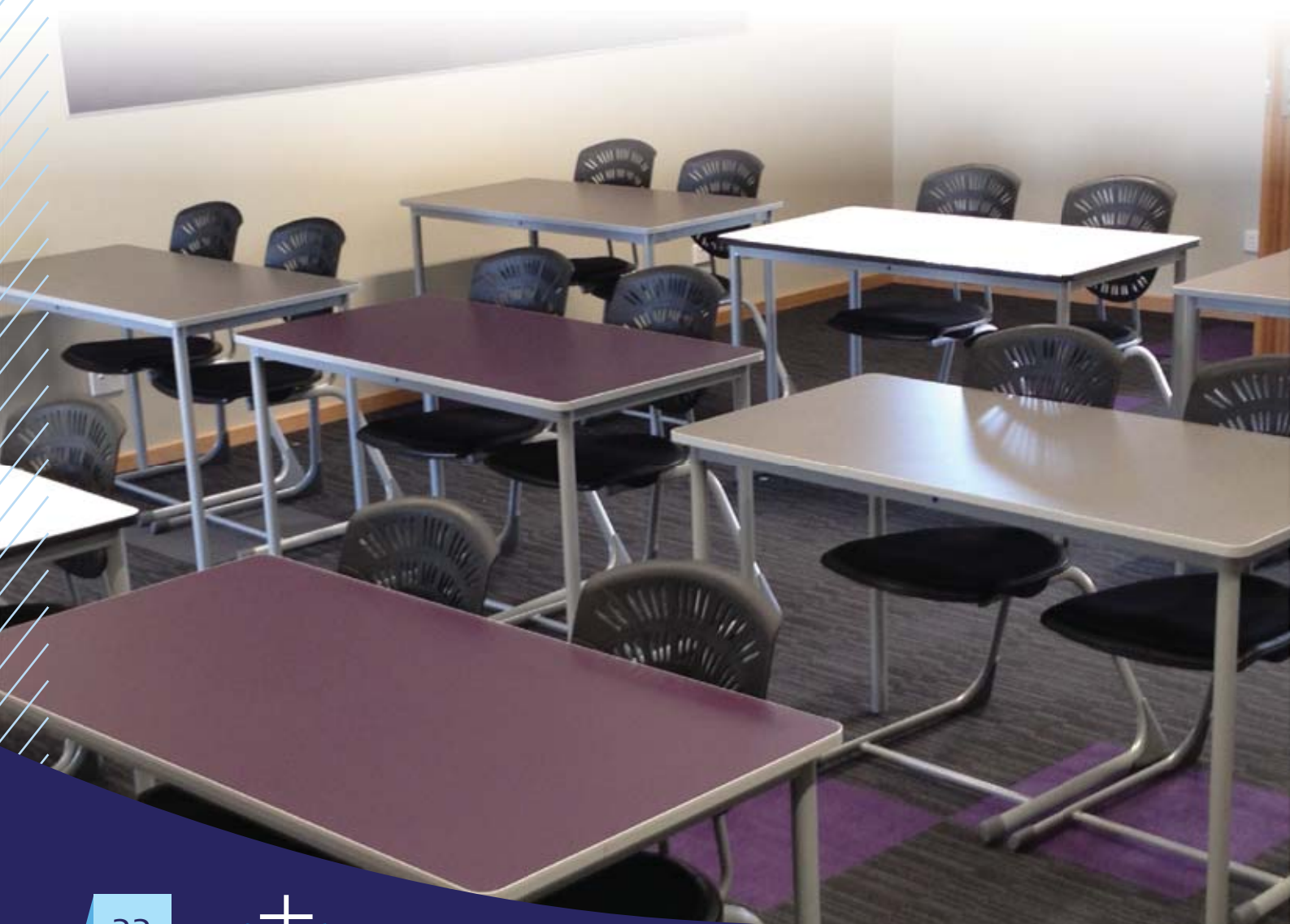
5.6 Unit 3 & 4 – School Assessed Tasks (SATs)

SATs are usually much larger work projects than SACs, requiring a greater period of time to complete.

Students will be provided with full details of the task, including topics, word limits and marking criteria at the beginning of the unit.

Drafts of SATs must be retained and submitted with final work, to the teacher. Written comments by teachers are to be made on only one draft of any task. The teacher will keep authentication records. Consequently, the teacher must see plans and ongoing progress at regular intervals. Both the draft and final SAT may be required for an Authentication Review by the VCAA.

Studio Art, Food and Technology and Systems Engineering are examples of subjects that include SATs for assessment.



5.7 Authentication of SACs and SATs

Students must be clearly informed of the subject timelines, assessment dates and the conditions under which assessment tasks are to be conducted, including whether any resources are permitted. In general, students will not be informed of specific questions or prompts prior to the SAC task. Undue assistance should not be provided to students while undertaking assessment tasks.

As some SACs may be completed outside the classroom, students will need to be able to authenticate the work as their own. In order to attest that the work is genuinely that of the student, students may be required to:

- Provide evidence of the development of the work
- Discuss the content of the work with the teacher and answer questions to demonstrate their knowledge and understanding of the work
- Provide samples of other work
- Complete, under supervision, a supplementary assessment task related to the original task
- Attend an interview or complete a test to demonstrate his or her understanding of the work

The onus is on the student to provide evidence that the work submitted is their own and was completed in accordance with the VCAA's requirements.

If the College is not satisfied that the work has been completed by the student and that there has been a substantial Breach of Authentication, then the Principal has the power to determine what action will be taken.

The Principal has the authority to:

1. Reprimand the student.
2. Give the student the opportunity to resubmit work if this can occur within the dates designated by the VCAA.
3. Refuse to accept that part of the work which infringes the rules.
4. Refuse to accept any part of the work if the infringement is judged by the Principal to merit such action.

Pursuant to the College's Academic Integrity and Plagiarism Policy, the above consequences may be imposed singularly or in combination.

5.8 Authentication Process

Authentication issues are mainly related to any work that is completed outside the classroom. Students must ensure that all unacknowledged work submitted by them is their own. They must acknowledge all resources used – including text and source material and the name(s) and status of the person(s) who provided the assistance, as well as the type of assistance received.

Students must not accept undue assistance from any person. Undue assistance would include using or copying another person's work or resources without acknowledgement, providing actual adjustments or improvements for a student's work or dictating or directing a student to insert a particular text. The issue of copying and plagiarism and the consequences thereof are clearly spelled out by the VCAA and the College Academic Integrity and Plagiarism Policy, and may result in the award of an 'N' result.

5.9 Academic Integrity and Plagiarism

In addition to a reference list, all assessment tasks utilising research should move towards accurate and complete citations. Students are encouraged to refer to the Kerang Christian College Style Guide. Students are also required to sign a Statement of Authorship. Both documents are available on the College website.

VCAA set out clear guidelines regarding the submission of work. It is the responsibility of each student to follow these guidelines.

VCAA prescribe rules which students must observe when preparing work for assessment. These rules apply also to SACs and SATs.

1. A student must ensure that all unacknowledged work submitted for assessment is genuinely his/her own.
2. A student must acknowledge all resources used, including:
 - text, websites and source material;
 - the name(s) and status of any person(s) who provided assistance and the type of assistance provided.
3. A student 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 of 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 which 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 acknowledgement;
 - actual corrections or improvements made or dictated by another person.
4. A student must not submit the same piece of work for assessment in more than one study, or more than once within a study.
 5. A student must not circulate or publish written work that is being submitted for assessment in a study, in the year of enrolment.
 6. Students who knowingly assist other students in a Breach of Rules may be penalised.

5.10 Unit 3 & 4 Study Scores

A Study Score is a number out of 50 that provides an indication of how well the student has completed the subject compared with all other students who were enrolled in that subject in the VCE. It is calculated using the moderated SACs, SATs and Examination results. Moderation is required to account for any differences in assessment from school to school. The Unit Examination is the only assessment that is common to all VCE students.

The Study Score is not a score out of 50, but a rank of the student compared to the rest of the enrolments for that particular subject. For subjects with enrolments larger than 1,000 students the following provides a guide as to the interpretation of a Study Score. For subjects with less than 1,000 students the percentages will change somewhat but the following will still be of some guide.

Study Score	Approximate percentage of students on or above this ranking
45	2%
40	9%
35	26%
30	53%
25	78%
20	93%

5.11 The Australian Tertiary Admission Rank (ATAR)

The Australian Tertiary Admission Rank (ATAR) is a number from 0.00 to 99.95, which represents a student's rank in comparison with other students completing the VCE in that same year. It is calculated using a student's Unit 3 & 4 scaled results. In order for a student to be awarded an ATAR, they must satisfactorily complete:

- Unit 3 & 4 of English (any)
- At least 3 other sequences of Units 3 & 4
- Obtain a Study Score in all of these units

The ATAR is calculated as follows:

- The student's English score; plus
- The scores of their next best three permissible studies; plus
- 10 per cent of the scores for any fifth and sixth study, which they may have completed.
- This total is then ranked with other students completing VCE.

If a student has more than six results, the six scores that give the highest ATAR are used.

The scaled Study Scores of Unit 3 & 4 subjects are used for the ATAR calculation purposes.

The calculation of an ATAR is separate to the satisfactory completion of the VCE.

For further information regarding scaling and the calculation of the ATAR, refer to:

http://www.vtac.edu.au/pdf/publications/abc_of_scaling.pdf, or ask the College for a copy of the VTAC publication "ABC of Scaling".

5.12 Appeals Against College Decisions

Regarding breaches of VCAA rules

Section 2.5.21 of the Education and Training Reform Act 2006 provides that a student may appeal to the VCAA against a decision by the College, and any penalty imposed by the College, in respect of a contravention of the assessment rules of the VCAA relating to School-based Assessments. This includes Authentication rule breaches. Please note that this does not apply to decisions about the satisfactory completion of a course arising from a student's attendance, or other disciplinary decisions not arising from breaching VCAA assessment rules.

If a student wishes to appeal against a College decision, they must appeal in writing to the Chief Executive Officer of the VCAA no later than 14 days after the student receives written notice of the decision from the College. The VCAA will nominate an officer of the VCAA to interview the parties to the appeal and attempt to resolve the matter.

Regarding breaches of Kerang Christian College VCE rules

The Kerang Christian College Grievance Policy makes provision for students to request a meeting of the Appeals Committee with regards to a decision made by the College regarding assessment, discipline, attendance, subjects, course requirements/outcomes or victimisation.

The Appeals Committee will consist of three members, it will always include the Head of Senior School and the relevant subject teacher, other members may include: the Principal or the Head of Secondary School.

A student wishing to request the Appeals Committee to investigate a matter must make a written request to the Head of Senior School within 14 days of the grievance. The student lodging the appeal may have a support person present, but this person is not present to act on the student's behalf.

The student will be notified of the time and location of the Appeal in writing at least 24 hours before the meeting. Any decision made by the Appeals Committee will be conveyed to the student in writing within three working days of the Appeal meeting.

5.13 Redemption From an 'N' Result in a SAC

The term 'redemption' means that a student has an opportunity to complete a further assessment task in an area where their performance was previously unsatisfactory.

All students should be provided with all reasonable opportunities to demonstrate the achievement of learning outcomes. Where a student has not been able to demonstrate the achievement of a learning outcome the teacher should be able to provide the student with details of how the redemption can take place. These details should include:

- The learning outcomes which have not been achieved
- The date of the redemption task
- The method of redemption

Redemption will only be available to those students who have participated in and completed the majority of tasks leading up to the assessment.

When a SAC is used to demonstrate achievement of learning outcomes and the teacher makes the judgement that a student has failed to demonstrate achievement of learning outcomes, then the student should be provided with redemption opportunities in order to gain a satisfactory pass for the unit. However, the original assessment will apply for scoring purposes. Students may not resubmit work to improve a score.

If a student receives an 'N' for any outcome in a Unit, and they do not take the opportunities presented to enable them to achieve an 'S', then that student will receive an 'N' for the Unit. This means that the Unit will not contribute to the student's VCE and may make them ineligible to be awarded the VCE at the end of Year 12. If a student no longer attends but has not officially withdrawn by signing a student exit form, or if they have not submitted any work for a subject, they will receive the result 'J'. This means that the Unit will not be recorded on their statement of results, but will be made available to VTAC and will be treated the same as an 'N' result.

5.14 Extension of Time for Assessment Tasks & Alternate SACs

This procedure applies throughout the semester the unit is offered.

- Where a student, due to exceptional circumstances, is not able to complete an assessment or SAC task on the prescribed date, either because the student has been absent in the lead up period to the SAC task or the student cannot attend on the prescribed date, the student must apply for an extension or alternate SAC date, whichever is applicable, using the appropriate form.
- Students should submit either request at least three days before the due date. On occasion this may not be possible. An application form needs to be completed and submitted to the class teacher (Appendix C & D).
- An approval for an extension of time or alternate SAC date will not be automatically approved.
- There is a formal process for students to follow in requesting an extension of time or an alternate SAC date. Students must provide evidence to support their request (e.g. Medical Certificate, funeral notice) and the form must be countersigned by a parent / guardian.
- Request forms are available from the Head of Senior School. The request will be determined by the Unit teacher after consultation with the Head of Senior School.
- In the event of the request being approved, the alternate SAC should be provided within 14 days of the original assessment task. Where possible, the alternate SAC should be completed in the next available class. If this is not possible, suitable arrangements will be made for supervised completion of the task as soon as possible. Likewise, any extension of time should not extend beyond 14 days of the original submission date.
- When considering requesting an extension or alternate SAC date you should also refer to Section 6.0 Special Provision.

5.15 Unit 3 & 4 – General Achievement Test (GAT)

All students enrolled in one or more Unit 3 & 4 sequences must sit the General Achievement Test (GAT), which is usually conducted in mid June. The precise date will be communicated to students when released from the VCAA. This is a general knowledge test used by the VCAA to verify school-based marks. The GAT score itself does not count towards the end of year results, but it is a vital part of the moderation process that may adjust SAT or SAC scores. The VCAA will compare GAT scores with SAC/SAT scores and any discrepancies found may result in the adjustment of coursework scores and in some cases a review of the student's work. Each student should aim to perform to the best of their ability in the GAT. A good GAT performance will be advantageous to a student's final assessment if required as part of the moderation process.

5.16 Moderation of Unit 3 & 4 SAC Scores

As previously stated, students will be given feedback on their progress throughout the year in the form of numerical assessment on SACs. This will include suggestions for improvements to be made in future work. It is vital that students realise that the school-based marks they receive throughout the year will be subject to Statistical Moderation by the VCAA who will utilise a reference score for each student from their examination score(s) and, where justified, the GAT score to help in the moderation process. As a result, teachers will not be able to confirm SAC scores – this will be the task of the VCAA at the conclusion of the year, after the November Examinations have been marked.

5.17 Unit 3 & 4 External Examinations

The VCAA determines the timing of VCE external examinations. Students will be issued with an individual Student Assessment Timetable after the release date for the examination periods. Students will also be issued with their own copy of the VCE Exams Navigator – Student Information and Timetable, and will be guided through the information, rules and regulations contained in the document.

5.18 Assistive Technology

Notwithstanding the approval of Special Provision, student use of computers and other assistive technology (e.g. iPads or tablets, audio recording devices) for SACs will only be permitted where the criteria and guidelines for that SAC allow for it and where the Head of Senior School judges it to be appropriate. Many SACs take place over a number of periods and to ensure authenticity of student work, students are often only allowed to work on their task during class time, as such certain security measures have been put into place. Students may be asked to use a 'guest account' on the College network, where their work is only accessible during class time. Students will not be permitted to work on these tasks at home; therefore they will not be allowed to take any copies of their data out of the classroom. It is under the discretion of the Unit teacher to determine whether the submission of the work will be soft copy on the College's server in an appropriately named folder, or printed to hardcopy.

It should be noted that the VCAA policy does not accept computer malfunction as an acceptable excuse for late submission or non-submission of work. Students must ensure that there is an alternative system available for producing assessable work, that hard copies of any work in progress are produced regularly and that an external backup is maintained.

5.19 Storage and Sampling of Student Work and Assessment Documents

It is expected that students will retain teacher initialled and dated copies of all assessment tasks and school assessed coursework. The teacher will retain original assessment tasks and school assessed coursework. Such work may be requested by the VCAA as part of the process of course sampling. It is suggested that students develop a home-based filing system to store their work. This work can also be important for revision purposes and in preparation for examinations.

Only teacher initialled and dated originals will be accepted for sampling purposes.

5.20 Behavioural Expectations of Students During Assessment Tasks

VCE students at Kerang Christian College are expected to behave in a manner which enables staff to teach and other students to learn without disruption and disturbance. This will be particularly emphasised during times when students are completing an assessment task. Teachers will give clear instructions about the nature of an assessment task as well as directions about the level of interaction permitted between teacher and student and between students.

Test Conditions for School Assessed Coursework (SAC) and School-Based Examinations

In adherence to VCE and VCAA Administrative Handbook, the following rules will apply when students undertake SACs and school-based examinations as part of their VCE. Any modifications will be noted and explained to students prior to commencing the assessment task. Where assessment is referred to in this section, this also covers examinations.

1. Students must not cheat or assist other students to cheat.
2. Students must not take any action that gives or attempts to give them or another student an unfair advantage in an assessment.
3. Students must not allow, induce or assist any other person to present for an assessment in their place.
4. Students must not present for an assessment in another student's place.
5. Students must not present for an assessment under the influence of alcohol or drugs.
6. Students must obey and observe all proper instructions or directions given by their supervisor.
7. Students attending an assessment may bring only materials and equipment approved for that assessment into the assessment room.
8. 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 computerised watches during an assessment.
9. Students detected with any device defined in Rule 8 must, upon the direction of a supervisor, surrender the device. Any confiscated device will be retained, until the end of the school day. Electronic devices should be stored in lockers and breaches of this rule are documented in the Electronic Devices and Behaviour Management Policy documents. Students will score a zero for any assessment when detected accessing an electronic device.
10. Students must not bring into or possess in the assessment room any drinks or food except under special circumstances as approved and directed by the teacher. Bottled water is permitted in the assessment room under approved conditions.

11. Students must not communicate with any other student while the assessment is being conducted.
12. Students must not cause any nuisance, annoyance or interference to any other student during an assessment.
13. Students must not remove, tear out or damage any part of a bound reference, script book, question and answer book or answer book, except formula sheets or similar permitted assessment materials.
14. Students must not remove any response material, used or unused, from the assessment room.
15. 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.
16. Students must raise their hand if they wish to communicate with a supervisor.
17. Students must not leave their place until permitted by a supervisor.
18. Students must cease writing when instructed to do so by a supervisor.
19. Students must remain silent and seated in their place at the end of the assessment until response materials have been collected and checked, and an announcement is made permitting students to leave the assessment room.
20. Students must not communicate with an assessor, either before or after a written assessment or during a performance assessment task, except when communication is necessary for the conduct of the assessment.

VCAA examination rules shall apply with previously approved appropriate and reasonable modifications to students who have disabilities or other impairments.

All VCE teachers are required to report all alleged breaches of the above rules to the Head of Senior School. Teachers have the right to check any calculator or dictionary that is taken into an examination.

Any student unable or unwilling to abide by these stipulations will be excluded from the remainder of the task and may receive a mark of 'zero' for the task in that situation. Parents / Guardians will be notified in such instances.

5.21 Out of Class Learning Activities

The student and the class teacher are responsible for ensuring that all necessary arrangements are made. The general rule is that these activities should not interfere with the learning program of any class.

Unaccompanied research visits are expected to be conducted in the student's own time.

Unsupervised activities, both at school and out of school, may be a part of a VCE Unit. Students involved in such activities will be expected to behave responsibly and reliably during these occasions. When visiting outside institutions it is important that students observe proper conduct that is in accordance with the Christian ethos of Kerang Christian College and that they accept full responsibility for their actions.



6.0 Special Provision

Special Provision may be granted for students who, for particular reasons, are not able to fully meet the criteria for satisfactory completion of coursework assessments and examinations, or who experience difficulty through circumstances in demonstrating a satisfactory level for Learning Outcomes.

Students may be eligible for Special Provision if, at any time, they are adversely affected in a significant way by an acute or chronic illness (physical or psychological), factors relating to personal circumstance or an impairment or disability, including learning disorders.

In each case there are specific eligibility requirements that apply.

There are four forms of Special Provision for VCE:

1. Curriculum Delivery and Student Programs
2. School-based Assessment
3. Special Examination Arrangements
4. Derived Examination Score

All Special Provision considerations will go through the Head of Senior School, and will be in adherence with current Special Provision requirements stipulated by the VCAA. Please note the most current VCAA Special Provision information is available on the VCAA website.

6.1 Curriculum Delivery and Student Programs

In cases where a student is significantly adversely affected by illness (physical or psychological), by any factors relating to personal environment, or disadvantaged by a disability or impairment, including a learning disability, Special Provision can be granted in relation to the structure of the course being studied. This could involve a modification of the delivery of the program, or permission for assistance from technology or an aide.

In these cases a VCE Support Group will be established to assist the student undertaking the VCE. The Support Group may consist of the student, teacher(s) or others deemed responsible for the student, and any learning support staff working with the student. Advice may also be sought from external agencies who are able to provide specialist consultants.

6.2 School-Based Assessment

This is probably the most common form for Special Provision applied for within schools. In cases where a student's ability to demonstrate achievement is adversely affected by acute and chronic illness, long term impairment or personal circumstances, Special Provision may be granted for school-based assessment. Several strategies can be implemented in this situation, such as allowing extra time to complete a task, allowing the task to be completed at a later date, setting a substitute task, or even deriving a score for a task if it is not possible to complete a given task.

6.3 Special Examination Arrangements

Schools may apply to the VCAA for modified examination arrangements if it can be demonstrated that achievement on the examination is adversely affected by circumstances such as an accident, sudden illness, long-term illness or other personal circumstances. This could result in extra time allowances to complete an examination, granting of rest periods, permission to use assistive technologies, special examination papers (e.g. large print or braille), or an alternative examination venue (such as a hospital).

Application forms are available from the Head of Senior School, and must be completed and returned to the College at a date to enable submission to VCAA by their deadline. This date will be available at the beginning of 2016. Please note that the VCAA has strict provisions regarding special examination arrangements, including required evidence and documentation from qualified third parties and that any discussions regarding the need for such should be conducted as soon as possible in a student's secondary education.

6.4 Derived Examination Score

A derived examination score may be used if a student can demonstrate that an illness, personal trauma or other circumstances occurring immediately before or during an examination has affected their attendance or performance in the examination. In defining 'immediately before', the situation must have arisen within the two-week period immediately prior to the examination.

6.5 Procedures for Applications

It is the responsibility of the student to formally notify the Head of Senior School of the details of the circumstances relating to the student's application for Special Provision.

- Students applying for Special Provision must do so on the appropriate form available from the Head of Senior School. These should be promptly completed according to the type of Special Provision being sought.
- Applications should include all relevant documents, medical reports, certificates etc. Confidentiality will be observed at all times.
- The unit teacher may be invited to make comment on the application.
- The VCAA may assess each application.

Special Provision will not be granted for teacher absence and other teacher-related difficulties, or for circumstances deemed to be within the student's control (e.g. Concert on the weekend, part-time work, College responsibilities etc.).

7.0 Lost, Stolen or Damaged Work

In cases where work is genuinely lost, stolen or damaged, a written statement of circumstances must be presented to the Head of Senior School. Appropriate action will be taken after the case is considered. The written statement must:

- Be signed and dated by the student and parent/guardian.
- Include a brief explanation of what has happened to the work.
- Be accompanied by appropriate supporting documentation as required (e.g. earlier drafts, printouts, versions of the work which will act as proof of completion of the work for authentication purposes and for possible grade determination).
- Be given to the Head of Senior School for approval, in consultation with the teacher.

If the lost, stolen or damaged work was a School-assessed Task, it should also be reported to the VCAA.

8.0 Homework

Homework remains an essential part of the teaching and learning process. Students are expected to complete all homework tasks by the due dates. Where specific homework may not be set, students are expected to engage in the revision of subject content. The Kerang Christian College Homework Policy suggests VCE students should be engaging in more than 2-3 hours of homework/study a night, which is the equivalent of 10–15 hours per week. Teachers are instructed to be mindful of this amount when setting homework, and students are requested to utilise that time in order to make the most of their learning opportunities. Students are encouraged to use their Student Diary to record all homework tasks in order to manage their homework time effectively.



9.0 Private Study

Students will have access to Private Study sessions at school. All students will have one teacher-directed private study lesson per fortnight per subject. Teachers will set specific tasks to be completed during these lessons. Students are expected to manage their workload in their Private Study lessons to ensure that they complete all set tasks. Private Study times are not designed to be the students' only time to complete schoolwork. VCE students will complete all Private Study periods in a room timetabled specifically for Private Study purposes. Students are required to have their attendance recorded by the supervising staff member. Students are not permitted to leave the specified private study area at any time during the study session for any reason without written permission of the staff member supervising that session. Under no circumstances should students be undertaking study on the College oval or any other area around the College grounds. Computer laboratories and classrooms may only be used with teacher supervision.

All VCE students are expected to be purposefully occupied with teacher-approved and/or study-related activities in their specified area during private study periods as they are during lessons. Students who do not utilise private study time for its intended purpose, cause disturbances or are not present in their required location during private study periods will be subject to follow up action as per the Behaviour Management Policy, which may include the issue of a lunch time detention.

10.0 Time Management

At times throughout the year VCE students have considerable pressures placed upon them. Effective use of time in class, during Private Study and outside of school, can assist students to retain a sense of control of their work and ensure that they are achieving all they are capable of. In response to this pressing concern, Kerang Christian College has the following expectations of all students:

- Students are to attend all formal classes, Home Group sessions, assemblies and chapel services.
- Where Private Study sessions occur, VCE students are to be in the designated study area, unless other formal arrangements have been made with a teacher in consultation with the Head of Senior School.
- Students should arrive promptly to classes and Private Study sessions with all of their required workbooks and materials.

The College will assist students in effective time management practices where they may require support.

11.0 VCE Review Panel

Kerang Christian College will convene a VCE Review Panel to make decisions on any relevant matters outlined in this handbook. The VCE Review Panel usually consists of three members, it will always include the Head of Senior School and the relevant subject teacher, other members may include; the student's parents, the Principal or the Head of Secondary School. Any meetings of the VCE Review Panel must be minuted and a copy of the minutes sent to the Principal and other relevant parties. If the Principal is not present at the meeting, he/she must be informed of any outcome. One of the major roles of the VCE Review Panel is to interview students (Year 10 – Year 12) who have fallen behind in their work or are not using Private Study and homework time effectively. Issues of authentication are also relevant to this Panel.



12.0 Distance Education

A small number of students from the College have studied VCE subjects via the Distance Education Centre Victoria (DECV). Students are responsible for undertaking course counselling with the Head of Senior School prior to enrolling in a distance education course in order to consider all available options for the student, including Video Conference and similar courses offered by the College.

To undertake VCE units of study by distance education, a student will need to have a history of being a motivated, independent learner and have no possible alternative to the subject wishing to be studied within the school's curriculum.

In 2015, students who enrol in the DECV will be required to pay a service fee of \$650 for each subject (\$325 per unit) being undertaken by each student through DECV. In addition, the student is also required to pay a materials charge of \$160 per subject (\$80 per unit), with a total cost for students being \$810 per subject. Fees are subject to change on an annual basis.

Kerang Christian College will appoint a Supervising Teacher who is available to administrate and assist the student should any difficulties arise for a student enrolled in Distance Education. If a student falls more than three weeks behind in work, the DECV will contact the student and the College. Students must keep back-up copies of all work. All work that is submitted electronically should also be emailed to the Supervising Teacher.

Please be advised that the College maintains a Distance Education Policy, which addresses payment and other procedures in further detail.

13.0 Student Use of Vehicles

A number of students gain their driver's licence during VCE and may wish to drive their car to school. The school recognises that the added mobility adds extra flexibility to students' travel arrangements. Kerang Christian College has a policy that caters for this added mobility, whilst at the same time carefully considering the safety and welfare of other students when travelling to and from school.

- Any student driving to and from school must have permission, in writing, from parents/guardians and the Head of Senior School (Permission Forms are available from the Office). Approval will be granted once the permission forms are processed.
- Students with their driver's licence are not permitted to take passengers, including immediate family, in their car to or from school under any circumstances, unless specific permission has been received from the parents/guardians of the students who would be passengers. (Permission Forms for transport of Passengers are available from the Office). Students are expected to comply with the Victorian law on peer passenger restrictions.
- Any reckless driving within the vicinity of the College may result in the Police being notified. Students who bring their own car to school must park in designated car parks and will not be able to use their car during the day e.g. at recess, lunchtime or during Private Study sessions, unless specific permission has been granted. Access to cars is out of bounds for all students during College hours.

14.0 Late Arrival and Early Departure

There are numerous reasons why students may arrive late to school or leave before the end of the school day. In these cases a note of explanation must be presented at the Office so that the College can accurately record this information and the College's database can be adjusted accordingly as per the College Attendance Policy.

- Students are expected to be in attendance for Home Group. Prompt arrival to Home Group is expected as a great deal of vital information is discussed during this time.
- If students have Private Study periods first period in the morning or last period in the afternoon, mutual agreement may be organised between the Head of Senior School, the student and the parents/guardians for Private Study to be conducted at home. However it must be noted that this time is to be used for study purposes and not, for example, part-time employment.
- Regardless of any prior agreement students will still be required to sign in at the Office when they arrive at school, and sign out at the office when they depart in the afternoon.



15.0 Promotion in the Senior School

Promotion to the next year level in Senior School is not automatic. In order for a Year 10 student to be promoted to Year 11 they would be expected to demonstrate a passing grade (50% or higher) in each of the Year 10 Core subjects: English, Mathematics, Science and History.

In order for a Year 11 student to satisfactorily complete the year, and hence be promoted to Year 12, it is normally expected that he/she gain an 'S' in at least 10 Units of VCE study, including 2 Units of English.

Any student who has not satisfactorily completed a VCE Unit of study by the end of Semester 1, will participate in an interview with the Head of Senior School and Head of Secondary School. The purpose of this meeting is to investigate the possible causes of the unsatisfactory performance and to establish goals, supports or interventions to allow for improved performance during Semester 2.

At the end of Year 11, students who do not satisfactorily complete at least eight (8) units (VCE) may not move directly into Year 12. These students with their parents/guardians will be required to attend an interview with the Head of Senior School and Head of Secondary School to decide on options for the following year. These may include repeating Year 11, selecting an alternative program to complete their VCE over three years, consider an alternative pathway or move to Year 12 on conditions that would be reviewed into the year.

Each student in the Senior School will have their academic performance regularly reviewed throughout the year and parents will be contacted when concerns are raised.

Senior School students who do not meet this minimum requirement of satisfactory completion of eight (8) units, will undergo an individual review. This review may include:

- The grades scored in the subject that the student wishes to pursue at VCE level.
- The student's future pathway in education and training.
- Any specific circumstances related to the student's performance.
- The concerns of parents.

The review will have one of the following outcomes:

- The student is not permitted to proceed to the next year level and may be offered the option of repeating.
- The student is permitted to proceed to the next level on probation. For students on probation, special requirements will be established regarding the student's conduct and performance. This will be followed by a further review during Term 1 of the following year.
- The student is permitted to proceed to the next year level.

16.0 Useful Links

Victorian Certificate of Education (VCE)

Further details and information about study designs and administration of the VCE can be found at the VCAA website:

www.vcaa.vic.edu.au

The VCAA decides the timing of examinations for Units 3 & 4. The major scheduled examination period during the year is October/November. This includes Performance and Oral examinations. Examination information can be found on the VCAA website:

www.vcaa.vic.edu.au/vce/exams/timetable.html

Victorian Tertiary Admissions Centre (VTAC)

Most applications for admission to tertiary institutions in Victoria are processed by VTAC. Applicants should nominate up to twelve course preferences. Year 12 students register their preferences through MyInfo on the VTAC website. Further details about ATAR calculation and scaling can also be found at the VTAC website:

www.vtac.edu.au

The VTAC Guide is VTAC's major publication. It contains courses offered by institutions that participate in the VTAC system, information about these institutions, and general information about application procedures.

www.vtac.edu.au/publications/guide.html

Elevate Education

Useful website for students to download a range of study resources, practice papers and study tips providing additional support and information on Study Skills.

www.elevateeducation.com

Undergraduate Medicine and Health Sciences Admissions Test (UMAT)

Students who wish to study Medicine and some Health Sciences (Dentistry, Physiotherapy, Pharmacy) must undertake the UMAT. Most medical faculties around Australia require students to have sat the UMAT to be eligible for consideration for medical studies.

www.umat.acer.edu.au

myfuture

myfuture is Australia's free online career information service that assists career planning, career pathways and work transitions. Reviewed, redesigned and redeveloped in 2013, the easy-to-use website supports people to make career decisions, plan their career pathway and manage work transitions, whatever their career or life stage.

www.myfuture.edu.au

TSSM

TSSM offers lectures and training programs to VCE students. From high quality VCE trial exam papers to VCE exam revision lectures

<http://www.tssm.com.au>

National Educational Advancement Programs (Neap)

The September Program is a knowledge-based program. Guided by experienced and enthusiastic VCE teachers, you will revise and summarise the course of your subject/s in detail to consolidate your learning and work through exam-style questions.

<http://www.neap.com.au/>

Access Education

You only have one chance to achieve your best in your VCE and Access Education is pleased to offer you a unique and comprehensive program during the first week of the July School Holidays. The Access Education Mid-Year Lectures will ensure that you are not only on track to achieve your personal best, but it will also give all the tools needed to ensure that you have the ultimate head start to your final semester of high school.

<https://www.accesseducation.com.au/>

Appendices

- A. Parent and Student Declaration Form
- B. Redemption Advice Form
- C. Extension of Time Form
- D. Alternative SAC Request Form
- E. Change of Unit Request Form
- F. Acceleration Application Form
- G. Assessment Advice Form

Evaluation

The information contained in this handbook at the date of publication is designed to reflect the VCAA regulations concerning the operation of the VCE. The VCAA website is the source of all current information. These policies will be reviewed and updated, as required, by the Head of Senior School in consultation with the Principal, Head of Secondary School and VCE staff. Any additions or amendments will be given in writing to Students and Parents and will be incorporated into the VCE Student Handbook for 2017.

The policies contained in this document will be effective from January – November 2016.

Related Policies

- Homework Policy
- Attendance Policy
- Performance Data Policy
- Grievance Policy
- Student use of Vehicles Policy
- Student Promotions Policy
- Distance Education Policy
- Academic Integrity and Plagiarism Policy
- Behaviour Management Policy
- Examination and VCE School Based Assessments Procedures

Approved: March 2015

Appendix A

PARENT & STUDENT DECLARATION

Please complete the following and return to the Head of Senior School before the commencement of the 2016 VCE academic year.

I confirm that I have carefully read the Kerang Christian College VCE Student Policy Handbook. I understand the policy and procedures and my responsibilities. I have retained a copy of the policy for future reference.

Student Name:..... Year Level:

Student Signature: Date: ___/___/___

Parent / Guardian Signature: Date: ___/___/___

Appendix B

REDEMPTION ADVICE FORM

The following information pertains to an assessment where the student did not display a satisfactory understanding. They have been provided with an opportunity, as indicated below, to display a satisfactory understanding.

Student Name.....

Subject..... Unit Number.....

Date completed / submitted: ____/____/____

Date assessment returned: ____/____/____

Details of Original Assessment Task

Outcome Yet to be demonstrated..... Date of Redemption Task.....

Details of Redemption Task.....

.....

.....

.....

.....

.....

.....

Teacher Signature

Head of Senior School Signature

The student will be provided with a further opportunity to demonstrate their competency in the outcome areas identified above. A comparable alternate task will be undertaken and completed under supervised test conditions. This will allow the student the opportunity to receive an 'S' result for the outcome in question.

Please note that the original grade/score will not be altered and will be used for Kerang Christian College reporting purposes. Original scores will also be submitted to VCAA for moderation for Study Score purposes.

Appendix C

EXTENSION OF TIME FORM

Student Name.....

Subject..... Unit Number.....

Details of work to be completed

.....

Original Date for submission: ___/___/___

Requested Date for submission: ___/___/___

Please explain the reason for seeking an extension of time. Provision of third party evidence is preferable in having extension approved.

.....

.....

.....

.....

.....

Student Signature..... Date: ___/___/___

Parent / Guardian Signature..... Date: ___/___/___

Extension Approved: YES / NO Extended Due Date: ___/___/___

Subject Teacher's Signature.....

Head of Senior School Signature

Copy returned to Subject Teacher Copy returned to Student.....

Please note that an application for extension will not be automatically approved. Allow two days for administrative processing.

Any third party documentation to support this application will assist in its approval. For example, a medical certificate that identifies a student has been unable to perform school work for a period of days.

Appendix D

ALTERNATIVE SAC REQUEST FORM

Student Name.....

Subject..... Unit Number.....

Subject Teacher.....

Details of SAC Task.....

Original Date of SAC: ___/___/___

Requested Date for SAC: ___/___/___

Please explain the reason for seeking an alternate SAC date. Provision of third party evidence is preferred.

Student Signature..... Date: ___/___/___

Parent / Guardian Signature..... Date: ___/___/___

Request Approved: YES / NO Alternate SAC Date: ___/___/___

Subject Teacher's Signature.....

Head of Senior School Signature.....

Copy returned to Subject Teacher..... Copy returned to Student.....

Please note that an application for an alternate SAC date will not be automatically approved. The student must establish clear grounds in adherence with Kerang Christian College's policy regarding alternate SAC dates. This policy is explained in the VCE Student Handbook.

Any third party documentation to support this application will assist in its approval. For example, a medical certificate that identifies a student has been unable to perform school work for a period of days.

Appendix E

CHANGE OF UNIT REQUEST FORM

Student Name.....

Year Level..... Date of Request: ___/___/___

Current VCE Course (Please list all subjects/units)

.....

.....

Changes requested as follows:

Original Unit..... Teacher's Signature:

Requested Unit..... Teacher's Signature:

Original Unit..... Teacher's Signature:

Requested Unit..... Teacher's Signature:

Original Unit..... Teacher's Signature:

Requested Unit..... Teacher's Signature:

Please explain the reason for requesting the above changes.....

.....

.....

Student Signature..... Date: ___/___/___

Parent / Guardian Signature..... Date: ___/___/___

Head of Senior School Signature

Changes Approved: YES / NO Entered on VASS Entered on SchoolPro

This form is to be completed by the student and returned to the Head of Senior School no later than 10th February for Unit 1 subjects and Unit 3 & 4 sequences, or 10th July for Unit 2 subjects.

The earlier the request is submitted, the earlier any changes may be made. This allows students to be working in new units as soon as is practical. Approval will be based on subject enrolment numbers.

Appendix F

ACCELERATION APPLICATION FORM – VCE Units 1 & 2

Student Name.....

I wish to apply to accelerate in the following VCE Unit 1 & 2 subject (*choose **one**, plus an alternative, from the list overleaf*):

Preferred Subject:..... Alternative:.....

Please outline your reason(s) for wanting to undertake VCE studies in this subject a year early:

.....

.....

.....

I understand that being accepted to accelerate in a VCE subject in Year 10 does not exempt me from undertaking six VCE and/or VCE/VET subjects (or equivalent) in Year 11 and five Unit 3/4 (or equivalent) subjects in Year 12.

I also understand that acceleration into a VCE subject is not automatic and depends upon my academic performance in Year 9, the availability of places, and the decision of a Selection Panel.

My overall report grades during 2015 are as follows:

Year 9 Subject	Teacher	Overall Report Grade (<i>end of Semester 1 2015</i>)
English		
Mathematics		
Science		
Other relevant subject (name):		

Student Signature..... Date: ___/___/___

Parent / Guardian Signature..... Date: ___/___/___

OFFICE USE ONLY

VCE Subject Teacher Acceleration recommended: YES / NO

VCE Subject Teacher Signature..... Date: ___/___/___

Head of Senior School – *After due consideration to the previous results, behaviour and work ethic of the applicant:*

Acceleration approved: YES / NO

Head of Senior School Signature..... Date: ___/___/___

Please return this form to the Head of Senior School

Appendix G

ASSESSMENT ADVICE FORM

Student Name.....

Subject..... Unit Number.....

Date completed / submitted: ___/___/___

Date assessment returned: ___/___/___

Details of Assessment Task.....

Outcome.....

Assessment Result.....

Assessment Comment

Teacher Signature

Head of Senior School Signature

Original Assessment Retained and Filed along with copy of assessment advice

The above score forms part of the School Assessed Coursework for this Unit.

The total score for Units 3 & 4 SACs is subject to statistical moderation by the VCAA (Victorian Curriculum and Assessment Authority).

Statistical moderation may cause an adjustment to the school's assessment.

“Do you not know that in a race all the runners run, but only one gets the prize? Run in such a way as to get the prize. Everyone who competes in the games goes into strict training. They do it to get a crown that will not last; but we do it to get a crown that will last forever.”

Corinthians 9:24-25



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