



THE  
**HAMILTON**  
AND ALEXANDRA COLLEGE

CONFIDENT FUTURES



**VCE POLICIES & PROCEDURES**

2018

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CONFIDENT FUTURE

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## WELCOME to the VCE

This booklet has been written to give all members of the School community a view of how the VCE is implemented at The Hamilton and Alexandra College. It describes how the VCE works, suggests how students can plan and organise their years of VCE study effectively and provides details of the rules and procedures necessary for the smooth running of the VCE program. It is recommended that VCE students carry this booklet with them at school for ready reference.

Each year, the Victorian Curriculum and Assessment Authority publishes the VCE and VCAL Administrative Handbook which provides much greater detail about rules, procedures and regulations governing the conduct of the VCE. Teachers, parents and students needing to refer to it should contact me. I also draw your attention to publications of the Victorian Curriculum and Assessment Authority, many of which (including the Administrative Handbook) are available at [www.vcaa.vic.edu.au](http://www.vcaa.vic.edu.au).

One of the major purposes of secondary education at The Hamilton and Alexandra College is to help students to develop independence as learners and as people. The assessment and discipline procedures described here are designed to help students achieve these goals. The VCE rewards the self-directed student who manages time well. Self-discipline will be a crucial factor in VCE performance.

Please direct your query about any aspect of the VCE to me.

NEIL A MACLEAN  
Associate Principal, Operations  
December 2017



## PLANNING & ORGANISATION

The years of the VCE are busy and place many demands on students. Careful planning is an essential part of maintaining a healthy balance between study and the other important areas in the life of a Year 11 or Year 12 student.

### PERSONAL ORGANISATION

Each student is provided with a School Record Book to help them with organising their studies. This is a useful tool to assist in meeting deadlines and completing the work required in each study area. Semester planners are useful, too, in providing an overview of the year.

To help with personal organisation, assessment dates will be determined well in advance in each class. Further information which can be added to planners and the Record Book will be provided by teachers.

### MEETING DEADLINES

Students need to be well organised if they are to succeed in courses which require the completion of a wide range of tasks. Students who fall behind with one project place themselves at a significant disadvantage for the rest of the Unit. Therefore, students are expected to hand in work on time. In the event that work is not completed when requested, the fairness of marking procedures is jeopardised and sanctions are likely to apply.

### ATTENDANCE

For a student to reach maximum potential, regular attendance in class is essential. Students are required to attend **all** classes in Units for which they are enrolled. There are times, however, when a student is unable to attend a class due to illness or a medical appointment, for example. Parents should provide a full explanation, either by note or telephone, in such instances. Excessive or unexplained absences will be pursued and contact made with parents if necessary.

An integral part of the process for determining whether a student's work is in fact their own depends on regular contact with the teacher to discuss progress. It is the student's responsibility to demonstrate that the work handed in is their own work. This cannot happen effectively if a student is missing from class.

Similarly, too frequent absence may create difficulties in assessing whether the student has met the requirements of the Units. It may not always be possible for teachers to arrange suitable methods of assessment if there are unexplained or excessive absences from class and, consequently, such absences may threaten the student's chances of successfully completing the Units.

### USE OF STUDY PERIODS

It is important to use these times effectively. They are times for work not "spare" time for relaxation! Year 11 students should work in the Winifred Berry Information Centre or in a location arranged by the Associate Principal, Operations, Teaching, Learning and Curriculum. Year 12 students may use the Winifred Berry Information Centre or Room 15 for Private Study sessions.



THE NATURE  
OF THE VCE

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## THE NATURE of the VCE

THE VCAA	The Victorian Curriculum And Assessment Authority (VCAA) is responsible for the conduct of the VCE.
STRUCTURE	Each VCE study consists of semester-length <b>Units</b> . Units 1 and 2 are usually studied in Year 11 and Units 3 and 4 in Year 12. Units are also allocated to combinations of Units of Competence from VCE VET courses. At The Hamilton and Alexandra College, some Year 10 students study a Units 1 and 2 sequence and some Year 11 students study a Units 3 and 4 sequence if they can demonstrate adequate background knowledge. The most common program at Hamilton College consists of 26 Units, including 10 or 12 at Units 3 and 4 level.
SATISFACTORY COMPLETION	<p>The VCE is awarded to students who satisfactorily complete <b>16</b> Units, including at least <b>three</b> Units from the English group (two of these must be Units 3 and 4) and <b>three</b> sequences of Units 3 and 4 in studies other than English. These sequences may be VCE VET sequences. It should be noted that 16 Units is a minimum requirement. The School expectation is that students will aim for satisfactory completion of <b>all</b> the Units they undertake, particularly <b>all four Units</b> of the foundation study, English. Students should also be aware that VTAC advises that for the calculation of a student's ATAR, satisfactory completion of <b>both</b> Units 3 and 4 of an English sequence is also required. From 2018, this is a VCE requirement also.</p> <p>Students should ensure they are aware of the nature of each Study they undertake – check with teachers if unsure! – and ensure they have an up-to-date Study Design for reference. Each Unit is made up of several Learning Outcomes, all of which must be satisfactorily completed to achieve a result of "S" (for satisfactory completion) in the Units as a whole. At Units 3 and 4 level, School Assessed Coursework (SACs) or School Assessed Tasks (SATs) form part of the final assessment. Teachers can advise of the details of these. It is important to note that the examinations assume a significant moderation role and that classwork preparing for exams should not be pushed aside by SAC or SAT requirements.</p>
LEARNING OUTCOMES	Learning Outcomes mean that students must be able to demonstrate a particular knowledge or skill to complete a Unit and individual teachers will provide details of requirements in their subjects. Satisfactory completion of the Units (that is, a statement that the student has demonstrated these outcomes) will be reported to the VCAA and is required before a Study Score will be created for Units 3 and 4 Sequences.
SCHOOL ASSESSED COURSEWORK (SACs) AND SCHOOL ASSESSED TASKS (SATs)	<p>Coursework assessments are tests and exercises designed to measure the level of achievement of students in various aspects of each study. They include essays, reports, presentations and tests.</p> <p>For Units 1 and 2, Coursework Assessments are designed by the teacher of the Units. SATs for particular units vary from school to school but they are the same for all students undertaking that unit at The Hamilton and Alexandra College.</p> <p>Assessment of levels of performance in Units 1 and 2 takes place within the school, based on criteria set for each SAT. Students will be advised of the Coursework Assessment contained in Units 1 and 2 and the criteria on which performance will be based. Results for Coursework Assessments are entered on school records only and are not transmitted to the VCAA.</p> <p>The level of achievement reached in each Coursework Assessment is reported using a 10-point scale as follows:</p> <p style="text-align: center;">A+, A, B+, B, C+, C, D+, D, E+, E</p>

If a piece of work fails to meet the criteria for grade E, the grade UG (Ungraded) will be given. If a task is not completed, the grade NA (Not Assessed) or NS (Not Submitted) will be used. Grades for these Coursework assessment may be lowered if work is not submitted on time.

In Units 3 and 4 Studies, **SATs** or **SACs** are the forms of school-based assessment. Coursework is work completed mainly in class-time and complies with information provided in the Study Design. Students should be made aware of tasks, their format and assessment criteria in advance. A numerical mark for coursework is provided to the VCAA according to details provided in the Assessment Guide for each Study; students will receive results for each individual piece of coursework completed although it must be realised that marks may be altered by the moderation process. Results will be moderated against performance in examinations and in the GAT (see below). SATs are tasks done in school to assess performance – these are set and marked by teachers according to VCAA specifications and are also subject to a moderation process.

#### EXAMINATIONS

Each study includes at least one **examination taken under test conditions**. These exams are set and assessed by the VCAA and several checking processes are in place to ensure marks given are correct. The College expects all students to remain in the examination room for the duration of the exam, unless illness intervenes. Some studies also have an external performance or oral examination and details are provided to students about these during the year. Teachers can advise if their subject has such an examination.

At Units 3 and 4 level, an overall Study Score is calculated out of 50 and this score is reported to students in December, and, following scaling processes, contributes to the calculation of the student's Tertiary Entrance Ranking. The Study Score is also a ranking, with scores in the 40s roughly indicating that the student is in the top 9% of the cohort attempting the subject and a score of 30 meaning the student is around the middle of the cohort.

#### GENERAL ACHIEVEMENT TEST (GAT)

The GAT is held in June. This test is designed to provide a check that schools are marking school-assessed tasks to the same standard. It is used, along with the examination, to moderate school assessments and it can also be used to create a result for a student with an approved Derived Examination Score application (see below). Some universities use GAT results as part of their selection process.

It is important that each student attempts to do their best in the GAT. All students at The Hamilton and Alexandra College who study a Units 3 and 4 sequence are required to sit the GAT. If circumstances suddenly prevent attendance, the Associate Principal, Operations should be notified immediately.

Students receive their GAT result from the VCAA in December.



# RULES & PROCEDURES

CONFIDENT FUTURES

## RULES & PROCEDURES

### ENROLMENT AND CHANGE OF COURSE

As they begin their VCE studies and at the commencement of each year of VCE studies which follows, all students complete a **personal details form**. They are asked to sign the General Declaration, agreeing to abide by the rules and instructions relating to the VCE. Enrolment in the VCE cannot proceed without this signature. Students are also given an opportunity to sign other declarations concerning the use of the student's work by the VCAA and the reporting of results.

Changes to a student's program can only be made after discussions with the Deputy Principal Teaching, Learning and Curriculum. Confirmation of a change will depend on class sizes and timetable constraints. Parental approval is required for all changes. Students will be asked to confirm the changes made in VCE records.

A change should not be requested during the first two weeks of a semester, to allow time to assess the suitability of a student program. On the other hand, a change from one Unit to another should not take place later than four weeks into a semester, because of the difficulties associated with meeting the requirements of the new Units after this point. If a student feels a program is too demanding, withdrawal from a Unit later than this may be possible, but such a change must take place before the final VCAA date for amendments to courses. Details of dates are available from the Associate Principal, Operations, and are published in the year and term calendars.

### AUTHENTICITY OF STUDENT WORK

Students must submit work that is clearly their own. If work submitted cannot be demonstrated to be that of the student, it will not be assessed. To provide help in this area, certain procedures will be followed, as described below:

**Teachers** will monitor the development of work undertaken by looking at work in progress and by keeping appropriate records of this process. Forms for assessed work completed out of class may be obtained from the Associate Principal, Operations.

**Students** must not seek undue assistance from other people in preparing work for submission. They must retain documentation relating to the development of work undertaken and acknowledge **in full** all resources used, including texts, source materials and other people.

When there is doubt about the authenticity of work submitted, a teacher may ask a student to demonstrate understanding of the work in an appropriate way. The following process will apply in such situations:

When the teacher is unable to immediately authenticate student work he/she will inform the Associate Principal, Operations. The student will be notified of the situation by the teacher and the aspects of the work causing concern will be identified. The Associate Principal, Operations, Operations will be present for this meeting. The student will be given the chance to produce drafts, notes, etc. which show the work to be his/hers. If this does not ease the situation the student will be asked to show a knowledge and understanding of the material. This may be an oral exercise or in writing. For this stage the student is entitled to have an observer present with them. Parents will be informed at this point.

All the above must occur within two school days and at all times the student is to be given the chance to confirm the work as their own.

Should the situation still be unresolved the student will receive a letter stating the

problem which exists and indicating which part of the work will not be considered in the marking process. The student then has a full week in which an appeal can be lodged with the Principal. Such an appeal should be in writing.

The Principal will, in the event of an appeal, convene a round table discussion of all parties. Once again, the student may have an observer present. Parents may also be present. The result of this discussion will then be final.

#### COMPLETION DATES

Students are expected to complete all work by the dates set by the School. Extensions of time may be granted for particular cases of difficulty. Each case will be viewed individually. Decisions will be made which are fair both to the student concerned and to other students in the class.

If a student has difficulty meeting a deadline, at Units 1 and 2 level, the matter must be raised with the teacher concerned. The teacher will judge the case on its merits and may grant a minor extension of a few days.

The decision to award an S for a Unit is made at the end of the semester. In exceptional circumstances ONLY, the decision may be delayed to allow a student to complete the work.

For coursework tasks at Units 3 and 4 level, it will be necessary to provide documentation to explain an inability to complete work at the same time as the rest of the class. A modified piece of work may then be set in some subjects and/or a new due date set. Initially, students should consult with subject teachers if they are away for all or part of the time when coursework assessment is being undertaken. The Associate Principal, Operations, can also advise in this area and should be consulted when the situation affects more than one Study or assessment piece. Other classwork - ie, that which is not for assessment - should be completed on time also. Difficulties managing this should be raised with the subject teacher.

#### STUDENT NUMBERS

All VCE students are allocated a number by the VCAA. At Units 3 and 4 level, this number - not the student's name - should appear on the cover sheet of any examination booklets. The Associate Principal, Operations, has the student number records if a student requires this information. Subject teachers will provide details of whether numbers or names are to be written on coursework or school assessed tasks - in most cases, names will be fine.

#### SPECIAL PROVISION

Students who have a long-term illness or disability which may affect their studies should see the Associate Principal, Operations at the **start of the year**. The School may be able to arrange technical or other assistance with assessment tasks, for example allowing the use of a computer or providing an aide. Assessments may also need to be scheduled around regular appointments for the treatment of a medical condition and some variations may be able to be made to student programs.

In cases where a student is ill, or experiences other serious difficulties, whilst undertaking or preparing for an assessment, the School is able to reschedule tasks, allow additional time to complete the task, set an alternative task or make other arrangements to assist the student. If none of these provisions are effective, the School may award a score determined by the teacher, based on other work completed and taking the student's circumstances into account. Contact should be made with the Associate Principal, Operations as soon as the circumstances are evident.

Students who apply will need to provide documentation supporting their case and to complete the "Application for Special Provision for school-assessed Coursework and School-Assessed Tasks and Units completion" form, copies of

which are available from the Associate Principal, Operations. An information sheet detailing the processes to be followed and the Appeals Process for applications which are not approved is also available from the Associate Principal, Operations, Operations. Copies of these sheets are appended to this booklet.

#### SPECIAL ARRANGEMENTS

This category covers the same areas as Special Provision but applies to the external examinations and the GAT. Applications are made to the VCAA and, once again, documentation must be provided. It is possible, depending on circumstances, for the following to be approved by the VCAA: extra reading and/or writing time; rest breaks; modified format of exam paper (size, colour, etc); permission to use technical aids (eg computer); use of a scribe, reader or clarifier; and sitting the exam at an alternative venue. Students with three examinations on one day or with an examination clash will be granted Special Arrangements so that there is greater spacing of exam times if required. For students with long-term conditions, it will assist the application if the School has previously allowed similar assistance for internal examinations.

To ensure results of Special Arrangements applications are communicated well in advance, the VCAA requires applications to be lodged **well in advance of mid-year**. Only a sudden unforeseen situation should be applied for near the examination dates.

It is necessary to make a separate application for each year where the arrangements are required. Approval in one year does not carry over to the following year.

Applications are made through the School; students and parents should see the Associate Principal, Operations, for further information or advice.

**DERIVED EXAMINATION SCORE**

The Derived Examination Score is calculated by the VCAA and applied to the student's examination in situations where the student has substantiated that their performance in the examination has been adversely affected by the onset of illness or other factors relating to their personal environment in the two weeks preceding the examination. The student must have a school assessment score for the Units(s) being examined.

Absence, language difficulties, long-term situations, teacher absence, chronic conditions (unless an acute episode has occurred), disabilities or impairments for which Special Arrangements have been granted or other factors for which other provisions have been put in place are not grounds for seeking a Derived Examination Score.

Applications are made to the VCAA – the student is responsible for ensuring the completion of the application, which is completed online. Details and advice may be gained from the Associate Principal, Operations. The School is required to complete part of the application and it is necessary also for the Examination Supervisor or the VCE Co-ordinator and a "support professional" to complete sections of the application form. Statements can be uploaded to the form.

The outcome of the application is advised at the time final results are received. An appeals process is available should the VCAA refuse the application but only where there is substantial additional evidence to support the application; however, there is no appeal against the level of the Derived Examination Score calculated.

Similarly, a student may appeal to the School if the School declines to support an application – the process outlined in the information sheet mentioned in the Special Provision section (above) will apply in such a case.

For further information please see the Associate Principal, Operations.

**LOST OR DAMAGED WORK**

Cases of lost, stolen or damaged work must be reported to the Principal in writing. The statement must be signed and dated. The School will keep a record of the loss or damage. The Principal, acting on the advice of the teacher, will determine an assessment for the student.

**STUDENTS SHOULD ENSURE THAT ALL PROPERTY IS SECURE IN A LOCKED LOCKER.**

To avoid all doubts, students should make sure they have a copy of all work in progress and the final submission. To minimise the risk of lost work, students must hand the work to the teacher of the Units in class time.

Should the appropriate teacher not be available, arrangements will be made for the work to be submitted to another member of staff. Work should **NEVER** be submitted in the following ways:

1. At the staffroom door
2. To your teacher 'on the run'
3. To another teacher who happens to be passing by

Students who know in advance that they will be absent from a class when work is due must make appropriate arrangements for the completion of work. The teacher or the Associate Principal, Operations, can provide advice. A student who is suddenly forced to be away from school when work is due should contact the

teacher and/or Associate Principal, Operations for advice.

#### USE OF COMPUTERS

Students who use computers for outcomes or classroom tasks must ensure the work is safely backed up and available via the backup should the original file become corrupt. Students should ensure work stored on their files on the school network is secure – passwords should not be divulged to other students. They should keep printouts that demonstrate the development of outcomes or other work at every stage, e.g. notes and drafts. Students should also keep a personal copy or photocopy of final work - they must not rely on being able to access work from a computer file at a later date.

It is strongly recommended that students print outcomes or assessment tasks well before the School's due date in case of equipment failure, e.g. problems with the printer printing, memory sticks being left at home, etc.

Students will not be granted an extension of time because files or back-ups have been damaged or lost, or because work was not completed or printed by the due date because of problems with computer equipment.

When teachers have timetabled classes in the Winifred Berry Information Centre, students do not have the automatic right to use any spare computers. The teacher may or may not allow you to use a computer depending on the particular lesson being taught.

#### CLASS ATTENDANCE

Students are expected to attend all scheduled classes to be awarded an S for a Unit. Any unexplained absences from class will be made up in detention. If a student leaves the School without permission and misses scheduled classes or study periods, an after-school detention will apply. Parents will be informed about such a detention.

The award of an N will result from a serious breach of the attendance requirements.

#### OTHER

Queries relating to matters not covered by the contents of this booklet should be raised with the Associate Principal, Operations.



# APPENDICES

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## 1. SPECIAL PROVISION PROCEDURES


The following processes need to be followed by students of The Hamilton and Alexandra College who are seeking Special Provision in their VCE studies.

	<p>The student completes the “Application for Special Provision for School-assessed Coursework, School-assessed Tasks and Units Completion” form. A sample is appended to this booklet and copies of the form may be collected from the Associate Principal, Operations. It is important that this is done as soon as possible so that the School is able to make decisions and apply any relevant procedures at the right time.</p>
	<p>The completed form with accompanying documentation is lodged with the Associate Principal, Operations.</p>
	<p>The Associate Principal, Operations convenes a meeting of the Special Provision Committee, which comprises the Associate Principal, Operations, the Deputy Principal: Well Being and Senior Years, the Head of Year 12 and the student’s Head of House.</p>
	<p>The committee seeks, as required, input from subject teacher(s), the student’s Mentor, the Special Resources teacher and the Head of Careers. Where deemed necessary, other information could be sought from further sources.</p>
	<p>The committee reviews the application and, in the light of all the material at its disposal, makes a recommendation to the Principal.</p>
	<p>The Principal receives the committee’s recommendations and either approves them or requests the committee to consider the matter further.</p>
	<p>The final decision is conveyed to the student by the Associate Principal, Operations. This may be done verbally if the application is successful but will be in writing if the application is not successful.</p>
	<p>The Associate Principal, Operations, where appropriate, notifies relevant subject teachers of the decision reached so that they may make adjustments to tasks, courses or results as necessary. The Associate Principal, Operations, as VCE Co-ordinator, can advise the teacher of the appropriate VCAA rules, procedures, policies and regulations.</p>
	<p>Where an application is not approved to the student’s satisfaction, an Appeals Process exists (see below).</p>


## 2. APPEALS PROCESS

	<p>After being notified in writing that the application has not been approved, either wholly or in part, the student may write to the Principal seeking to appeal against the decision reached. The student may also appeal against the amount of Provision applied in situations where the application was approved. The appeal should be submitted within three school days of receipt of advice regarding the outcome of the initial application.</p>
	<p>The Principal will convene a meeting with the student, who may be accompanied by a supporter.</p>
	<p>The student is entitled to bring new or additional information.</p>
	<p>The Principal may require members of the Special Provision committee to attend some or all of this meeting. Such attendance would only be for members of the committee to explain decisions already taken.</p>
	<p>The Principal will, after hearing all new information, make a final decision which will be delivered to the student in writing.</p>

### 3. APPLICATION FORM FOR SPECIAL PROVISION (2 pages)



**VICTORIAN CURRICULUM  
AND ASSESSMENT AUTHORITY**



Level 1, 2 Londale Street, Melbourne VIC 3000, Australia  
TELEPHONE +61 3 9032 1700 FACSIMILE +61 3 9032 1799  
EMAIL vcaa@edumail.vic.gov.au WEB www.vcaa.vic.edu.au

## Application for Special Provision for School-based Assessment and unit completion

**Collection notice**

The Victorian Curriculum and Assessment Authority (VCAA) is a statutory authority established under the *Education and Training Reform Act 2008*. The collection of the personal information on this form is required to facilitate your application for Special Provision with your school. The personal information you supply in this application may be required by the VCAA for internal use only and will not be disclosed to any third party unless required by law.

This form is to be used and retained by the school, together with the supporting evidence, to record applications for Special Provision for School-based Assessment. Refer to the Special Provision section of the VCE and VCAL Administrative Handbook for advice.

School name

VCAA School code

### SECTION A

This section is to be completed by the student.

#### 1. Student details

Family name

First name

VCAA Student number

Date of application

Outline your illness/condition and how it would effect your ability to complete School-based Assessment and/or meet VCE or VCAL unit requirements.

#### 2. Application details

2.1 I am applying for the following (more than one box may be marked):

additional time to complete work   
  use of an aid   
  use of technology to complete and present work   
  support group

other (please specify):

2.2 Period the application covers: from  to

#### 3. Studies

List the studies in this application.

STUDENT TO COMPLETE			OFFICE USE ONLY – SCHOOL TO COMPLETE		
VCE or VCAL Study	Unit	Assessment Task	Approved Y/N	Provision granted	If not approved, why?

Student's signature

Date

D:\VCE\Forms\K\Handbook\VceSpecProv\SpecProvApp2.indd

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**SECTION B**

Schools should first complete the Office Use Only section in the table on the previous page.

**4. Number of days absent from school**

Note: The absence is not reported to the VCAA

Term 1     Term 2     Term 3     Term 4

OR     Semester 1     Semester 2

Please comment on student's condition and level of effect and justification for your decision/s. Include any other additional information you believe is relevant.

**5. Has the student been advised of the application outcome?**

Yes     No

**6. Checklist of the student's supporting documents**

- Confidential teacher/coordinator's report
- Student's signed statement of reasons for application
- Qualified medical practitioner report/letter (if necessary)
- Psychologist report/letter (if necessary)
- Other reports/letters (if necessary)

Number of 'other' documents   

Teacher/coordinator's signature   

Date   

Principal's signature   

Date

The Hamilton and Alexandra College

VCAA School Number: 01126

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