

Lalor Secondary College
118 David Street Lalor 3075
PO Box 1015 Lalor 3075
Telephone 9463 7300
Facsimile 9465 3865
Email: lalor.sc@edumail.vic.gov.au



LALOR SECONDARY COLLEGE

VCE Policy Document Units 1-4

Staff Handbook

2017

Assistant Principal – Senior School –
Sub-School Leader – Mr Michael Watson

PREFACE

This handbook has been prepared to assist teachers at Lalor Secondary College in matters relating to Victorian Certificate of Education (VCE) studies in 2015 and as a resource to reinforce our desire to be consistent in our practices, expectations and assessment guidelines. It also contains some information based on the Lalor Secondary College Student Code of Behaviour

The Victorian Curriculum Assessment Authority (VCAA) is responsible for the development, maintenance and implementation of the VCE. The information in this booklet is based largely on the 2014 VCE Administrative Handbook, an official publication of VCAA.

Lalor Secondary College is fully accredited to deliver the VCE. The College Principal is responsible for ensuring that all the requirements of VCAA are carried out and that students are given a thorough understanding of the program and adequate support to effectively manage their studies. To this end, all VCE students are given a copy of the Policy Handbook to ensure that they have ready access to the correct information and processes regarding their senior school studies.

Students enrolled at Lalor Secondary College must abide by the administrative guidelines and regulations of the VCE and also the Student Code of Behaviour.

It is the responsibility of teachers to be fully aware of VCAA and LSC rules relating to the VCE.

Michael Watson
Year 11&12 Sub School Leader

Contents

Section	Contents	Page number
	Preface	2
One – General Advice	1.1 Student Induction Packages	4
	1.2 Teacher Responsibilities and college expectations	4
	1.3 Advice for teachers new to the VCE	5
	1.4 School Rules	5
	1.5 Student and teacher expectations	5
Two – VCE	2.1 Requirements for satisfactory completion of the VCE	6
	2.2 Minimum requirements for the award of the VCE	7
	2.3 The English requirements for the award of the VCE	7
	2.4 Satisfactory completion of a unit	8
	2.5 Appeals against unsatisfactory unit result	9
	2.5.1 Appeal Procedure	9
	2.5.2 At Risk Students	9
Three – School Assessment	3.1 Reporting on Coursework and School Assessed Tasks	11
	3.2 Attendance at school and assessment activities	11
	3.3 Breach of 90% class attendance rules	12
	3.4 Procedures relating to absence from School Assessed tasks	12
	3.5 Consequences for unapproved absence from SACs	13
	3.6 Teacher absence	14
	3.7 Moderation	14
Four – Guidelines for SATs		15
Five – Authentication	5.1 Teacher responsibilities	16
	5.2 Students’ responsibilities	17
	5.3.1 Coursework and SATs – appropriate penalties	17
	5.3.2 Notification of penalty to the student	17
Six – general advice	6.1 VCAA audit	18
	6.2 Timelines & deadlines	18
	6.3 Special provision	18
	6.4 Examinations	19
	6.5 ATARs and Study Scores	20
	6.5.1 Study Score Calculations	20
Appendix A	Timeline	21
Appendix B	Course outline	21
Appendix C	Absence from SAC	22
Appendix D	Course of action – Approved Absence	23
Appendix E	Promotion Policy – Year 11	24
Appendix F	Promotion Policy – Year 12	27
Appendix G	Units 3&4 Non Instructional Homework Policy	29
Appendix H	Application for Subject Change/Withdrawal	30
Appendix I	Application to complete a VCE subject in Year 10	31

SECTION ONE

1.1 VCE Units 1 – 4 Induction Package Guidelines

As a key platform for continuing to develop consistency of curriculum delivery, assessment processes and expectations for our VCE students it is the practice to have all VCE students receive a clear and informative 'Induction Package' (IP) during the orientation program in each of their classes.

The underlying reason for the preparation and provision of these Induction Packages is to provide students with a detailed plan for their learning for each subject.

It is the expectation that VCE students will be well organised, plan a study timetable and demonstrate a commitment to achieving the best outcomes that they can. It is intended that IP's provide students with a clear plan of what will be studied for each unit and when. They also provide information on the type of assessment that students will undertake and timelines for such assessment.

Induction Packages should include:

- A brief synopsis of the subject. (refer to the Study Design).
- A weekly timeline outlining the material to be covered in class. (Appendix A)
- The outcomes that must be achieved for each unit. (Appendix B)
- The assessment tasks and their contribution towards the total score. (Appendix B).
- References, textbooks and resources relevant to the subject and the Study Design.
- Holiday homework that is to be completed and submitted in the first class. (Appendix H)

It is suggested that teachers new to a subject should consult the KLA leader for assistance if required.

A copy of each induction package should be emailed or handed to the respective Student Manager at the beginning of the orientation program so they can create a comprehensive Induction Package resource which can be referred to throughout the year and to pass on to new students.

1.2 Teacher Responsibilities and College Expectations

It is the professional responsibility of the subject teacher to access the **current** Study Design and keep up to date with requirements of the subject and assessment activities. In the case of multiple classes and teachers all assessment tasks and coursework **must** be moderated. Teachers must ensure that all students are treated in a fair and consistent manner, particularly in the case of assessment activities and tasks. Under **no** circumstances should subjects where there are multiple classes have different arrangements between classes. This includes the actual task, the time allowed for the task and the date/s of the task (as set out in the planner). Assessment task dates cannot be changed without a prior discussion with the relevant Student Manager and a letter must be given to students outlining the new arrangements. This is only to occur due to unforeseen or unavoidable circumstances.

It is the responsibility of the teacher to ensure that work is assessed and returned to students in a timely manner (within two weeks from the date of the task) with constructive feedback for students to act upon.

Where work is moderated individual teachers cannot make comments about the marks given (or in some cases how these marks might have changed) by the group or individual teachers.

It must also be stressed that in Units 3&4 these marks are not final as coursework scores are subject to Statistical Moderation by the VCAA and therefore may change. Classroom teachers should not disclose marks until after the moderation process has taken place.

Marks for School Assessed Tasks (SATs) in Units 3&4 will not be disclosed until assessment has been confirmed by the VCAA and the results forwarded to the school. All teachers need to meet the deadlines for marks and S and N results imposed by the school and VASS.

It is an expectation of the college that all teachers will be at school ready to teach their VCE classes as prolonged or frequent absences can interrupt the programs and learning of VCE students. Absences due to illnesses and other serious circumstances are clearly outside the control of teachers.

1.3 Advice for teachers new to the VCE

For teachers undertaking VCE Units 1 – 4 subjects for the first time there is an understandable element of anxiety and uncertainty.

The mechanisms of the VCE contain a curious blend of terminology, acronyms and procedural requirements. It is the responsibility of both teachers and students to get up to date with this information using the resources provided. If teachers or students have any questions in relation to these issues they should ask the relevant Student Manager.

The following points are listed in an effort to address some of the questions that teachers and students have posed to the VCE student Managers and more experienced VCE teachers.

1.4 School Rules

The rules and expectations for students completing a VCE subject are exactly the same as for ALL students of the school. This applies equally to the students conduct and behaviour in the school yard.

It is strongly suggested that whilst the best outcomes will always be achieved by establishing positive, respectful relationships between students and teachers, both teachers and students are fully aware of the LSC Student Code of Behaviour and that this document be enforced consistently and students be aware of the consequences of certain behaviours within the classroom. The LSC Student Code of Behaviour is strictly enforced at all year levels.

1.5 Student and Teacher Expectations

Teachers should be prepared to deal with students within the classroom who display the full spectrum of application and engagement levels. This will range from those students who are self-directed, ready to work and fully motivated to those students who are not. However, LSC sets high expectations for students and endeavours to offer all students the opportunity to succeed at the highest level. As part of the role and responsibility of a teacher it is necessary for teachers to plan their classes and activities to cater for a range of student learning preferences and abilities.

Teachers should not hesitate to discuss any issue with the relevant Student Manager or Assistant Student Manager if classroom expectations are not being met.

SECTION TWO - Victorian Certificate of Education (VCE)

The Victorian Certificate of Education (VCE) is a senior secondary certificate of education recognised within the Australian Qualifications Framework (AQF). It is designed to be completed over a minimum of two years, and includes general education curriculum components (VCE studies) and programs from Vocational Education and Training (VET) qualifications.

Each VCE study is designed to provide a two-year program. Studies at Unit 1 and Unit 2 level are nationally and internationally benchmarked to a Year 11 standard, and studies at Unit 3 and Unit 4 level are benchmarked to a Year 12 standard. In many studies there are multiple options for students to choose from, such as a choice of mathematics studies and histories. Units 1 and 2 can be completed as single units and Units 3 and 4 in each study are designed to be taken as a sequence.

Satisfactory completion of a VCE unit is based on successful completion of outcomes. Each VCE unit comprises a set of two to four outcomes. Satisfactory completion of units is determined by the school, in accordance with Victorian Curriculum and Assessment Authority (VCAA) requirements. The learning outcomes and associated assessment tasks are specified in accredited VCE study designs.

Levels of achievement for Units 1 & 2 are determined by schools and not reported to the VCAA. Levels of achievement for Units 3 & 4 sequences are assessed using School-based Assessment and external examinations. Each VCE study has three graded assessment components: either one School-based Assessment and two examinations, or two School-based Assessments and one examination. Each of the three graded assessment components contributes to a study score. Scored VCE VET studies have only two graded assessment components, comprising one School-based Assessment and one examination. Graded assessments are reported on an 11-point scale as grades A+ to E or UG (Ungraded).

There is one examination period each year. The performance and oral examinations occur in October and the written examinations are held in October and November. The General Achievement Test (GAT) is conducted in June.

There are three forms of School-based Assessment for Units 3 & 4:

- School-assessed Coursework is based on an assessment of each student's overall level of achievement on the assessment tasks specified in the study design for assessing achievement of the unit outcomes. Schools provide a score for each component of coursework specified in the study design. The VCAA aggregates these scores into a single total score for each student, which is then statistically moderated against the examination scores in the study. The GAT may also be used in statistical moderation.
- School-assessed Tasks are set by the VCAA to assess specific sets of practical skills and knowledge. Teachers assess the student's level of achievement on the basis of a rating against criteria specified by the VCAA. Schools provide a score for each criterion. The VCAA aggregates these scores into a single total score for each student, which is then statistically moderated against the examination scores in the study. The GAT may also be used in statistical moderation.

2.1 Eligibility for award of the VCE

The VCE is awarded on the basis of satisfactory completion of units according to VCE program requirements, as set out in accredited study designs. The decision about satisfactory completion of a unit is distinct from the assessment of levels of achievement. Students are required to demonstrate achievement of study outcomes. For VCE Units 3 and 4, evidence of achievement is collected by the teacher through a range of tasks, which include School-based Assessments that are designated for the study, and examinations. School-based Assessment is generally used to determine both satisfactory completion of the unit and assessment for a study score. However, it is not a requirement that these be scored for the student to be eligible for the VCE.

A student may be eligible for the award of the VCE where they have submitted School-based Assessments for satisfactory completion of units but have not been assessed for levels of achievement in the study and have not sat examinations. In these cases, the teacher judges that the student has achieved the outcomes for a study based on the evidence provided by the student, without assessing for levels of achievement. Where there is no assessment of levels of achievement for any part of the study, a student will not have a study score calculated.

If no score is provided for the unit, the student will not receive a study score. When making their enrolment selection, students should consider the requirements for satisfactory completion and the award of the VCE. Absence of graded assessments may limit a student's options for further training, study and work. Students

should be encouraged to attempt all graded assessments, wherever possible. Study for the VCE is normally completed over at least two years, but students may accumulate units over any number of years. It is possible for students returning as adults, and students who have received credit equivalent to a full Year 11, to complete their VCE in a single year.

Most students will be advised to complete a total of 22 units. Generally students will do 12 units in Year 11 and 10 units in Year 12. Some students also complete two units in Year 10 therefore a total of 24 units may be completed in their VCE program.

When making their enrolment selection, students should consider the requirements for satisfactory completion and the award of the VCE.

2.2 Minimum requirements for the award of the VCE

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

- three units from the English group, with at least one unit at Units 3 & 4 level
- at least three sequences of Units 3 & 4 studies other than English, which may include any number of English sequences once the English requirement has been met.

Units 1&2 may be completed separately (although usually completed as a Unit 1&2 sequence) **whereas Units 3&4 must be completed as a sequence.**

Note: The Victorian Tertiary Admissions Centre (VTAC) advises that satisfactory completion of both Units 3 and 4 of an English sequence is required for the calculation of a student's Australian Tertiary Admission Rank (ATAR).

Students undertaking atypical programs may have their previous studies or experience counted towards the awarding of the VCE. These students are adult students with no Year 12 results, adult students with Year 12 results prior to the VCE, students with credit from interstate and overseas studies, and students with previously attained VET qualifications or credit from VCAL.

2.3 The English requirement for the award of the VCE

The minimum English requirement is three units from the English group, with at least one at Units 3 and 4 level. English units may be selected from Foundation English Units 1 & 2, English Units 1 to 4, EAL Units 3 & 4, English Language Units 1 to 4, and Literature Units 1 to 4.

No more than two units at Units 1 & 2 level selected from the English group may count towards the English requirement.

The English group at this level comprises English Units 1 & 2, English Language Units 1 & 2, Foundation English Units 1 & 2 and Literature Units 1 & 2.

English Units 3 and 4 and EAL Units 3 & 4 are equivalent sequences and a student may not count both towards the award of the VCE.

Units from the English group may also contribute to the sequences other than English requirement. In calculating whether students meet the minimum requirements for the award of the VCE, the VCAA first calculates the student's English units.

Once students have met the English requirement, or have satisfied an English sequence, any additional sequences from the English group will be credited towards the sequences other than English requirement.

Adult students, students with credit from interstate study, and students with credit from overseas study can use their previous studies and experience for the English requirement.

Students should refer to the table on page 5 of the VCE Administrative Handbook 2013 for possible combinations of this requirement.

2.4 Satisfactory completion of a unit

For satisfactory completion of a VCE unit, students must demonstrate their achievement of the set of outcomes for the unit as specified in the study design. The decision about satisfactory completion of outcomes is based on the teacher's assessment of the student's overall performance on assessment tasks designated for the unit. Satisfactory performance on these tasks is sufficient evidence to award an 'S' for the unit. The decision to award an 'S' for the unit is distinct from the assessment of levels of achievement.

The student receives 'S' for a unit when the school determines that all outcomes are achieved satisfactorily.

A student must:

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

If a teacher judges that all outcomes are achieved, the student satisfactorily completes the unit.

The student receives 'N' for the unit when one or more of the outcomes are not achieved because:

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

The 'N' result should be used for students who only partly complete work or whose attendance records breach school rules.

Redeeming outcomes: submitting further work

If, in the judgment of the teacher, work submitted by a student for the assessment of an outcome does not meet the required standard for satisfactory completion, the teacher may consider work previously submitted, provided it meets the requirements. A teacher may permit a student to submit further work to meet satisfactory completion requirements of a unit. However, students may not submit further tasks for the reconsideration of School-based Assessment scores awarded by the school.

Students usually complete work for a unit during the semester in which the unit is undertaken. The school may decide to delay the decision about satisfactory completion to allow a student to complete or submit further work.

Decisions regarding redemption tasks or activities will be made by the Student Manager in consultation with the classroom teacher. When deciding whether or not redemption should be permitted, the class teacher and student manager should consider factors such as student illness, absence from class, whether set classwork and homework was completed by the student and the general attitude of the student in class. Also, in some cases, students may not be allowed to undertake multiple redemption tasks in one semester or Unit. Again, the student manager and class teacher should discuss this and make a decision with advice from the relevant Sub-School Leader and Assistant Principal.

The teacher may do one or more of the following things: set a similar task, ask the student questions about the task or topic and/or check student notes and workbooks. This will normally take place when the teacher realises that the student is unlikely to gain a satisfactory result of the outcome. The marks allocated for the original submission will not be altered. Individual KLAs will determine the most appropriate **redemption tasks** for the requirements of their subjects. In cases where the student must undertake redemption to obtain an S for that particular outcome, the class teacher should communicate this to parents.

If the student does not complete the redemption task at the agreed time and does not supply a medical certificate, they forfeit the right to the redemption process.

Computer work

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

- there is an alternative system available for producing assessable work in case of computer or printer malfunction or unavailability
- hard copies of the work in progress are produced regularly
- each time changes are made, the work is saved as a backup file, which should not be stored on the computer.

2.5 Appeal Against Unsatisfactory Unit Result

A student who is awarded an **N** for a unit has a right of appeal to the school if the N was awarded because:

- They failed to meet a deadline where an extension of time was granted.
- They committed a substantive breach of attendance rules.

No appeals will be heard for any other reasons.

2.5.1 Appeal Procedure

- The student must lodge a written appeal with the Student Manager within 14 days of receiving the unit result.
- The relevant Student Manager will notify the Principal who will convene an appeals committee.
- The appeals committee will consist of the Principal, Student Manager or Assistant Principal and a teacher other than the teacher who awarded the unit result.
- The appeal committee will consider all records relating to the case and may interview the student. The student will be given not less than 24 hours' notice of the interview and may have a friend, parent or guardian present in a support role.
- The student will be notified in writing of the outcome of the appeal within 14 days.

NB - There is no appeal to the VCAA over decisions of unsatisfactory completion of units.

2.5.2 At Risk Students

If a classroom teacher believes that a student is at risk of not successfully completing their VCE Units the relevant Student Manager needs to be informed immediately. The teacher will also contact parent/s to inform them that their child is at risk of receiving an N for an Outcome and the Unit. The teacher **must** make contact with the parent. Any incomplete work or work that is not completed will also be entered on Compass so that a record of the student's progress (or lack of progress) is kept. The Student Manager/ Sub-School Leader will also be informed

SECTION THREE – School Assessment (Units 1-4)

STUDENT OBSERVANCE OF VCAA RULES FOR SCHOOL-BASED ASSESSMENT

At the beginning of each year, student's sign a declaration that they agree to abide by and observe the rules and instructions relating to the VCE/VCAL assessment program and all matters of discipline therein).

A student must sign an authentication record for work done outside class at the time of submitting the completed task.

All School based assessment will be completed by students in silence with no assistance from any third party. Teachers conducting the assessment will give clear instructions on the following prior to the commencement of the task:

- Length of the task.
- Permitted materials.
- Reinforce any task completed must comply with the VCAA examination rules.

VCAA rules for School-based Assessment

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

- A student must ensure that all unacknowledged work submitted for assessment is genuinely their own.
- 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.
- A student must not receive undue assistance from another person in the preparation and submission of work.

Acceptable levels of assistance include:

- the incorporation of ideas or material derived from other sources (for example, 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, another person's work or other resources without acknowledgment
- corrections or improvements made or dictated by another person.

A student must not submit the same piece of work for assessment in more than one study, or more than once within a study.

A student must not knowingly assist another student in a breach of rules.

INVESTIGATION OF SCHOOL-BASED ASSESSMENT BREACH OF RULES

Teachers who believe that a breach of rules (including authentication rules) has occurred in a School-based Assessment should report the incident in accordance with the school's policy and procedures. The school principal, or an authorised member of the principal class, must be notified of the allegations immediately

Any matter that involves a breach of rules will be handled according to the current VCAA VCE Administrative Handbook.

School Based Assessment

For most subjects' school based assessment consists of school assessed coursework (SACs). For some subjects, such as Arts and Technology based subjects, school based assessment includes School Assessed Tasks (SATs). Coursework assesses overall level of achievement on the assessment tasks as set down by the VCAA.

Assessment tasks will generally be completed in class and may include:

- tests
- essays
- written reports.
- Folios

- Oral presentation
- case studies
- data/media analysis
- laboratory reports

At the Units 3&4 level coursework results count towards a student's Study Score in each VCE study and ultimately towards the student's Australian Tertiary Admissions Rank (ATAR). Teachers will collect work in progress for extended school assessment tasks at the end of each lesson.

3.1 Reporting on Coursework and School Assessed Tasks

Schools may provide feedback on School-based Assessment. It must be made clear to students that initial school assessment may change as a result of the statistical moderation process. This may include:

- Advice on particular problem areas
- Advice on improvement strategies
- Reporting – whether the student has gained an **S** for the outcome.
- Graded assessment for the task provided in a confidential manner.
- General comments to the class.
- All students should receive a 'raw score' i.e. a mark for the task.

Where the student's work demonstrates achievement of the outcome an S (satisfactory) will be awarded.

Where an outcome has not been achieved the student will receive N (not satisfactory).

However, it must be stressed that in Units 3&4 these marks are not final as coursework scores are subject to Statistical Moderation by VCAA and therefore may change. Classroom teachers should not disclose marks until after the moderation process has taken place.

Marks for School Assessed Tasks (SATs) in Units 3&4 will not be disclosed until assessment has been confirmed by VCAA and the results forwarded to the school. **Teachers will provide written feedback.**

3.2 Attendance at School and at School Assessed Coursework Activities

All VCE units require approximately 50 hours of class time. A student needs to attend sufficient class time to complete work. **The school sets minimum class time and attendance rules.** If a student has completed work but there has been a substantial breach of attendance rules and the school therefore wishes to assign an 'N' to the unit, the school must assign an 'N' for one or more outcomes and thus the unit.

A school policy and set of procedures to cover absence from assessment tasks should be published and made available to staff, students and parents. When a student is absent from school for prolonged periods, or has been unable to complete all assessment tasks because of illness or other special circumstances, the school may, upon application from the student, grant Special Provision for School-based Assessment. In this case, the student should not be penalised for lack of attendance.

The Special Provision granted may allow a student to work from home for a period of time. The student and school should complete the Application for Special Provision for School-based Assessment and Unit Completion form and retain this at the school together with the supporting evidence

VCAA has directed schools to set the minimum class time and attendance rules. Where a student has completed all tasks satisfactorily but there has been a substantive breach of attendance rules, the school must assign 'N' for one or more outcomes and thus the unit.

Students are required to attend at least **90%** of all classes. Subject teachers will mark an attendance roll and notify the Student Manager of a student's absence for two consecutive lessons. Overall attendance will be

monitored by the Student Manager and parents and students informed when students are at risk. (See Section One).

The 90% requirement does not include approved absences. However, a minimum attendance requirement is necessary to meet authentication rules. Students who are absent from school without a medical certificate or for prolonged periods of time are in danger of failing unit/s.

It is essential that students meet the Lalor Secondary College attendance policy requirements as outlined by VCAA. The VCE involves frequent deadlines for work. Outcome Tasks and some School Assessed Coursework (SACs) specify that particular tasks are to be done at the college so that the students work can be authenticated and students skills can be assessed by their study teacher. **Students absent from SACs must provide a medical certificate** and complete the required application (see appendix C) for their application to be considered. This must be done within three days of returning to school.

Student absence may be deemed approved by the Student Manager when documentation substantiates that the absence is due to:

- illness
- personal environment
- physical disability
- significant hardship

Absences must be supported by relevant documentation such as

- a medical certificate
- other documentation including:
 - Psychologist report/letter.
 - A qualified medical practitioner's letter/report.

The **onus is on the student** to obtain and submit medical certificates and other documentation to support absences from school.

3.3 Breach of 90% class attendance rules:

The relevant Student Manager will make a recommendation to the Principal regarding a student's breach of the 90% class attendance rule.

The principal will then decide whether or not to award the student an **N** for the unit.

Where a student has completed work but there has been a substantive breach of class attendance, the student may be awarded an **N** for the unit. (See Section Two for further detail).

3.4 Procedures relating to absence from School Assessed Tasks

1. The student, or a parent, must notify the school via the Student Manager on the day of the absence.
2. Student must collect relevant form from the level coordinator **the first day of attendance following the absence**. (refer to Appendix C).
3. The student must contact the Student Manager and return the form with any relevant documentation.
4. If the Student Manager determines the absence is approved then the student and the classroom teacher will be notified of this.
5. If the absence is approved then one of the following options will occur; the classroom teacher will then arrange for the task/s to be completed at an alternative time (this time is not negotiable), the student will complete an alternative task of comparable scope and demand or extra time may be given if the task was an ongoing one.
6. It is important that both the student and the classroom teacher inform the Student Manager of an absence from an assessment task.

7. If the absence is not deemed to be approved then the student is not entitled to complete the assessment task. This may result in an 'N' for the unit. The task will not be awarded any marks and this is likely to have an impact on Study Scores for a Unit 3&4 subject. (Refer to Appendix D)

This process does not apply in Term 3. Students must submit their SAT's by the due date as outlined in the SAC dates. Work will not be accepted after the holidays have commenced. If a student is ill on the day of submission then they must arrange for the SAT to be submitted to their teacher by whatever means necessary. If the SAT is not submitted on the due date then the grade will be based on the most recent date of authentication.

3.5 Consequence for unapproved absence from school assessed coursework.

Student will be awarded "0" (zero) towards their study score for that school assessed coursework task and a student may receive an N for the Outcome and therefore the unit.

Implications of Student Absences on Assessment.

Event	Circumstances	Action	Responsibility
Student does not present for the SAC or SAT.	Medical certificate supplied and/or Special Provision granted and/or school based activity verified.	Student will sit the task. The work will be graded. The original task or an alternate task will be set.	Approval given by Student Manager. Time and date to be set by classroom teacher within 14 days of approval. The student must sit the alternate time set.
Student does not present for the SAC or SAT.	No medical certificate supplied and/or no Special Provision granted.	Student will receive a mark of zero for the task. The student can be given a new time to complete a new task so that the work can be judged S or N for satisfactory completion of the outcome.	The student will be given one opportunity to complete the task at a date and time suitable for both teacher and student. This must be completed within 14 days of approval being given by the Student Manager. Parents/guardians need to be contacted by a relevant staff member.
Student does not sit a section of the SAC or SAT. For example, the student is absent for one or two periods of a task.	Medical certificate supplied and/or Special Provision granted and/or school based activity verified.	Student sits the section of the task at some other time, usually during class time if the task is still in progress. The task will be graded.	Approval given by Student Manager. Time and date to be set by classroom teacher within 14 days of approval. The student must sit the alternate time set.
Student does not sit a section of the SAC or SAT. For example, the student is absent for one or two periods of a task.	No medical certificate supplied and/or no Special Provision granted.	The student loses the marks for this section only. The incomplete task is assessed. This may lead to an alternate task being set for the student can be judged S or N for satisfactory completion of the	Classroom teacher to mark according to the action listed. Parents/guardians need to be contacted by a relevant staff member.

		outcome.	
Work is submitted for a SAC but it does not reach the word limit or is not satisfactory.	All assessment task procedures were followed.	The SAC is graded according to what has been completed. The student completes further work at the teachers discretion to obtain an S.	Class room teacher to inform Student Manager and formulate the correct action for each instance.
A School Assessed Task (SAT) is not submitted on the due date.	Student contacts the Student Manager and special provision is granted if the student has supporting documentation and it is approved.	The SAT may not be accepted and therefore marked.	Student must contact the student manager. The student Manager will contact the classroom teacher on the special provision provided.
A School Assessed Task (SAT) is not submitted on the due date.	Contact is not made and/or Special Provision is not granted.	The student will need to make an application to the Student Manager for the work to be submitted for assessment. It is likely the work will receive a "0", although it may be accepted for Satisfactory completion.	Classroom teacher to inform the student manager of student's incompleteness. Student manager to inform student of the consequences and provide the relevant information of the outcome to the classroom teacher.
A School Assessed Task (SAT) is not submitted on the due date prior to the Term 3 holiday period.	Special provision will not be granted under any circumstances.	The SAT will be graded on the most recent date of Authentication between the student and the teacher.	The student must ensure the SAT is submitted on the last day prior to the holiday period. The classroom teacher must report to the student manager if a student has not submitted the SAT by the due date.

3.6 Teacher Absence

In the case of a short-term absence published SAC dates and timelines will be adhered to. Teachers, where possible, will leave work and instructions for the teacher taking the class to follow. Where a teacher is absent for an extended period of time, the Principal, in consultation with the Student Manager and KLA Leader, will make a decision on the procedures to be followed and if necessary changes to assessment tasks and dates will occur.

3.7 Moderation

3.7.1 Determining initial school-based assessments where there is more than one class in the school.

Where there is more than one class in a study, teachers will engage in consultation to arrive at a school assessment. The following approaches will be used to ensure consistency in assessments when there is more than one class.

Approach 1

- Teachers meet to discuss assessment criteria, topics and the approaches used for the task.

- Teachers grade the work from their own classes.
- Teachers swap samples and carry out blind marking.
- If necessary, teachers mark further work or reassess their own class work.
- Difficult cases are further discussed before results are entered.

Approach 2

- Teachers combine and distribute the student work among themselves for assessment.
- The results are returned to the class teacher, who reassesses all the work or the work of students who have unexpected results.
- Unusual cases are considered by all teachers concerned.

Approach 3

- Samples from all classes are distributed.
- All teachers assess the same pieces of work.
- Differences in results are discussed to gain a clearer and more consistent understanding of the application of the criteria.
- When all teachers are confident they have a consistent understanding of the application of the criteria, each teacher assesses his/her own class.

All teachers at LSC are required to moderate assessments when there are multiple classes. Raw scores cannot be supplied to students prior to moderation. In subjects where there is only one teacher, staff are strongly encouraged to build relationships with teachers in other schools to discuss and moderate the SACs.

SECTION FOUR – Guidelines for School Assessed Tasks (SATs)

VCAA sets down seven rules which students must observe when preparing work for School-Assessed Tasks. They are:

1. Students must ensure that all unacknowledged work submitted is genuinely their own.
2. Students must acknowledge all resources used, including:
 - text and source material.
 - the name(s) and status of any person(s) who provided assistance and the type of assistance provided.
3. Students 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 or material derived from other sources (e.g. by reading, viewing or note taking) but which has been transformed by the student and used in a new context.
- 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 acknowledgment.
- Actual corrections or improvements made or dictated by another person.

4. Students must not submit the same piece of work for assessment more than once.
5. Students who knowingly assist other students in a breach of rules may be penalised.

6. Students must sign the Declaration of Authenticity at the time of submitting the completed task. This declaration states that all unacknowledged work is the student's own.
7. Students must also sign a general declaration that they will observe the rules and instructions for the VCE, and accept disciplinary provisions.

When completing School-Assessed Tasks students must also:

1. Produce appropriate evidence of the development of work, from planning and drafting, through to the final piece of work. This will enable the teacher to monitor and record the development of the work and to attest that the work is the student's own.
2. Submit evidence of the development of each School-Assessed Task, for example, a draft. Written comments must have been provided by the teacher on the evidence. The evidence is to be dated and signed by the teacher and the student.
3. Sign the Declaration of Authenticity at the time of submitting the completed task. This declaration states that all unacknowledged work is the student's own.

Students should observe:

All rules relating to word limits. The word limit should include all material provided by the student which is presented for assessment. Material which is not for assessment itself but is submitted to accompany the task will not be counted. School set deadlines must be adhered to for all School assessed tasks.

Section Five - Authentication

5.1 Teacher Responsibilities

Teachers must satisfy themselves about the authenticity of any student work that

- Is not typical of other work produced by the student.
- Is inconsistent with the teacher's knowledge of the student's ability.
- Contains unacknowledged material.
- Has not been sighted and monitored by the teacher during its development.

Teachers should not accept such work for assessment until sufficient evidence is available to show that the work is the student's own.

Teachers must retain the original of the final version of the student's work until notified by the relevant student manager.

Teachers are required to provide feedback to students on work in progress. At least one set of comments should be in written form (refer to the Authentication Records for School-assessed Tasks form on VASS). All changes made in the various stages of development of a School-assessed Task must represent the student's own work. It is appropriate in the developmental stages of the work for the teacher to ask questions and to offer general advice, for example, about alternative strategies. However, the teacher must not dictate or make changes that might lead to uncertainty about the student's authorship or ownership of the work.

For Visual Communication Design, the teacher's formal written comments should be made on only one draft of the written component of the School-assessed Task. Where written comments are made, the draft containing the teacher's comments must be initialled and dated by the teacher and made available to the VCAA if required. There is no drafting requirement for the other School-assessed Tasks.

The following forms of teacher assistance are not appropriate:

- providing detailed advice on, corrections to, or actual reworking of, students' drafts or productions or folios

- providing structured outlines with detailed suggestions or instructions for completing work that may constitute undue assistance
- providing or interpreting data and providing content or concepts not already mentioned by the student in draft work or in their design briefs.

5.2 Students' Responsibilities

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

In order to obtain the necessary evidence, students will be required to:

- Provide evidence of the development of 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.
and may
- Complete, under supervision, a supplementary assessment task (or test) related to the original task.
- Attend an interview to demonstrate an understanding of the work.

5.3.1 Coursework and School-Assessed Tasks - Appropriate Penalties.

The Principal has the power to:

i Reprimand a student

or

ii Give the student the opportunity to resubmit work if this can occur within the dates designated by the VCAA.

or

iii Refuse to accept the work which infringes the rules and submit a score solely on an assessment of the remainder. The sections not accepted for assessment should be crossed out.

or

iv Refuse to accept any part of the work if the infringement is judged by the Principal to merit such a decision.

The student should be awarded **NA**.

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

If an **N** is awarded for an outcome then as a consequence an **N** will be awarded for the unit.

5.3.2 Notification of penalty to the student

If a decision is made to impose a penalty then the Principal will notify the student in writing within 14 days of the decision being made.

This notification will include:

- The nature of the breach of rules by the student.
- The reasons for a decision being made that a breach of rules has occurred and the evidence supporting this.
- The penalty to be imposed.
- Advice about the student's right to appeal to the VCAA.
- Advice that this appeal must be lodged within 14 days of receipt of notification from the Principal.

OUTLINE OF THE PROCESS OF AUTHENTICATION

Students must ensure all work submitted for assessment is their own.



Students and staff informed of the Authentication Policy in term one of each year.



Teachers keep a record of the development of all student work – following the Authentication procedures outlined by VCAA for their subjects.



Students to keep evidence of the development of all their work and acknowledge all material used.



If there is a suspected or possible breach of authentication the teacher will inform the Student Manager. The procedure for suspected or possible breach of authentication will be followed.

If there is a breach of authentication then the Procedure for a breach of authentication will be followed & students will be interviewed.

SECTION SIX – General Advice

6.1 VCAA Audit

Each year the VCAA audits Coursework Assessments in each study. This includes examination of the coursework tasks and assessment guidelines. School Assessed Tasks can also be audited by VCAA.

6.2 Timelines and deadlines

An important feature of VCE studies is the adherence to due dates for the completion of School Assessed Coursework (SAC). Students will be given the dates set for all subject SAC's by the relevant Student Manager as each semester. Specific details of the task will be given to all students in writing prior to them undertaking the task.

6.3 Special Provision – Units 1-4

Special Provision provides students in defined circumstances with the opportunity to participate in and complete their senior secondary studies. Although there is no limit on the period of time allowed for a student to achieve the VCE or VCAL, the provisions available seek to help a student complete the requirements in a timeframe comparable to that of their peers.

Individual students may need special provisions in their learning program to achieve the learning outcomes, and in assessment to demonstrate their learning and achievement.

A the same time students granted special provision are not exempt from meeting the requirements for satisfactory completion of the VCE or VCAL, or from being assessed against the outcomes for a study. They are still required to demonstrate their achievement fairly in meeting the outcomes of the study design as well as completing School-based Assessments and VCE examinations

Similarly, the programs and assessment tasks designed for VCAL students should allow each student to successfully complete the learning program without compromising the expectations of each of the components of the program in accordance with course requirements.

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

provide equivalent, alternative arrangements for students but not confer an advantage to any student over other students.

Specific eligibility criteria apply to the granting of Special Provision for the VCE. Students who are eligible for integration funding may not necessarily meet the eligibility criteria for Special Provision in the VCE.

Types of Special Provision

Special Provision is available to students completing the VCE or VCAL for both School-based Assessment and VCE examinations. Specific eligibility requirements apply for each type of Special Provision:

- For School-based Assessment, the school is primarily responsible for determining eligibility and the nature of the provisions granted. Schools are encouraged to consult the VCAA if they are unsure about appropriate arrangements. The school's policies and procedures should be clearly documented and communicated to students. It is strongly recommended that schools keep records of all decisions made for each student.
- For VCE examinations, the VCAA is responsible for determining eligibility and for granting approval in the form of Special Examination Arrangements and the Derived Examination Score (DES).

Eligibility for Special Provision

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

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

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

Prolonged absence from school or study is not in itself grounds for Special Provision. However, arrangements described in this section are applicable to students experiencing severe hardship that may result in prolonged absence.

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

All special provision applications will be managed according to the criteria listed in the current VCAA VCE Administrative Handbook. Anybody wishing to apply for special provision must do so in accordance with the information supplied under this section.

6.4 Examinations

It is Lalor Secondary College policy that all students are encouraged to attend and attempt the examinations to the best of their ability and stay until the last hour of each exam attempted.

If the student is unable to attend an examination it is imperative that they notify the relevant student manager as soon as possible. Where a student is eligible, an application for a Derived Examination Score (DES) for Units 3&4 subjects can be made to VCAA through the relevant Student Manager.

The examinations are conducted under VCAA Rules. There is one formal exam period for Unit 3&4 subjects in November. Students undertaking a Unit 3&4 subject will also undertake practice exams during September. There are two formal Unit 1&2 exam periods during June and November.

All students undertaking a Unit 3&4 study will complete the General Achievement Test (GAT) in June. It is important that all students attempt the GAT and aim to do their best. VCAA will use a student's GAT score to:

- Contribute to statistical moderation of School Assessed Coursework.

- Review school assessments of School Assessed Tasks.
- Calculate a Derived Examination Score if required.
- Check the accuracy of examination marking.

The November examination timetable is available from www.vcaa.vic.edu.au. VCAA examination rules are also published on the website, and will be given out to students prior to the examination period.

Students should be aware that no allowances are made by VCAA for students missing examinations due to misread timetables, late buses, broken down cars etc. The onus is on the student to get to all exams in a timely manner with the correct equipment, for example, calculators, pencils and pens.

6.5 ATARs and Study Scores

A study score indicates how a student performed in relation to all others who took the study. It is calculated using the student's final School-assessed Coursework scores, School-assessed Tasks, the Externally-assessed Task (Music Style and Composition only) and examinations for each study. To receive a study score students must achieve two or more Graded Assessments in the study and receive S for both Units 3 and 4 in the same year unless they have Interrupted Studies status and have met these requirements over two years.

6.5.1 Study Score Calculation (Units 3&4)

The final score for each Graded Assessment is standardised. This is done by subtracting the state mean for a Graded Assessment from the student's final score for that Graded Assessment and dividing the result by the state standard deviation for the Graded Assessment. Students' weighted standardised scores are summed. For the VCE studies up to three weighted standardised scores are added together. Students receive a Study Score out of 50. Students who receive a score over 40 are in the top 7% of the state. The Study Scores are taken and then scaled up or down depending upon the 'difficulty' of the subject. These scaled scores are used in the determination of the ATAR.

APPENDIX A – EXAMPLE OF A TIMELINE

Lalor Secondary College



Timeline Unit 3 / 4 Subject: Physical Education

Term 1		Term 3	
Week	Content		Content
1	Assessment of Physical Activity and Sedentary Behaviour	1	Chronic training adaptations
2	Assessment of Physical Activity and Sedentary Behaviour	2	Post Testing Evaluation of a Training Program
3	Changing Physical Activity Behaviour – the social-ecological model	3	Performance enhancement from a dietary perspective
4	Changing Physical Activity Behaviour – the social-ecological model	4	Performance enhancement from a dietary perspective
5	Strategies and initiatives for promoting physical activity	5	Physiological strategies to enhance recovery
6	Strategies and initiatives for promoting physical activity	6	Performance enhancement from a psychological perspective
7	Acute responses to exercise	7	Performance enhancement from a psychological perspective
8	Food fuels and the 3 energy systems	8	Perceived benefits and potential harms to the athlete of legal and illegal substances and methods that enhance performance
9	Food fuels and the 3 energy systems	9	Perceived benefits and potential harms to the athlete of legal and illegal substances and methods that enhance performance
10	Fatigue and recovery mechanisms	10	Anti doping codes and practices
Week		Week	
1	Fatigue and recovery mechanisms	1	EXAM PREPARATION / REVISION COMMENCES
2	Fatigue and recovery mechanisms	2	EXAM PREPARATION / REVISION COMMENCES
3	Fitness components used in sports and activities	3	EXAM PREPARATION / REVISION COMMENCES
4	Fitness components used in sports and activities	4	
5	Data collection and activity analysis	5	
6	Assessment of Fitness	6	
7	Fitness Training Methods & Principles.	7	
8	Fitness Training Methods & Principles / Individual Training Program design	8	
9	Individual Training Program reflection / fine tuning	9	
10	Chronic training adaptations	10	

APPENDIX B – COURSE OUTLINE

Lalor Secondary College

VCE Physical Education Units 3 & 4

Unit 3 – Physical activity participation and physiological performance.

For this unit students are required to demonstrate achievement of two outcomes.

Area of Study	Outcome	Assessment Task	Marks Allocated
Monitoring and promotion of physical activity	Analyse individual and population levels of sedentary behaviour and participation in physical activity, and evaluate initiatives and strategies that promote adherence to the National Physical Activity Guidelines.	1. Practical Laboratory Report or Data Analysis.	40 marks
Physiological responses to physical activity	Use data collected in practical activities to analyse how the major body and energy systems work together to enable movements to occur, and explain the fatigue mechanisms and recovery strategies.	1. Test	20 marks.
		2. Practical Laboratory	40 marks.
School Assessed coursework for Unit 3 contributes 25% of the final assessment – 100 marks.			

Unit 4 – Enhancing Performance.

For this unit students are required to demonstrate achievement of two outcomes.

Area of Study	Outcome	Assessment Task	Marks Allocated
Planning, implementing and evaluating a training program	Plan, implement and evaluate training programs to enhance specific fitness components.	1. Written Report	40 marks
		2. Test	20 marks
Performance enhancement and recovery practices.	Analyse and evaluate strategies designed to enhance performance or promote recovery.	1. Test or Data Analysis.	40 marks
School assessed coursework for Unit 4 contributes 25% to the final assessment – 100 Marks			

Final Assessment

Unit 3 school assessed coursework 25%

Unit 4 school assessed coursework 25%

End of year

APPENDIX C - ABSENCE FOR SCHOOL ASSESSED COURSEWORK
Lalor Secondary College

STUDENT NAME			
FORM			
DATE(S) OF ABSENCE			
SUBJECT		TEACHER	
COURSEWORK MISSED			

Reason for Absence: *Please tick the relevant box.*

- Illness
- Personal environment.
- Physical disability
- Significant hardship

Documentation: *Please tick the relevant box and attach documentation.*

Doctor's certificate

Professional document ****Students must provide a supporting statement***

Student's Signature:

Parent Signature:.....

Date:.....

Outcome

Approved ****If approved a course of action sheet must be filled out by Level Coordinator.***

Disapproved

Student Manager's Signature:

Date:

APPENDIX D - COURSE OF ACTION – APPROVED ABSENCE
Lalor Secondary College

STUDENT NAME:		FORM:	
DATE(S) OF ABSENCE			
SUBJECT:		TEACHER:	
COURSEWORK MISSED			

Please tick the relevant boxes.

The assessment task's due date will be:

Extended.
(If some of an extended Assessment Task is missed).

New due date:

Rescheduled.
(If all of an extended Assessment Task is missed or the day of the assessment task is missed).

Classroom teacher to have task completed by the following date:

A new task of comparable scope and demand may need to be set in either of the above circumstances.

Original task to be completed.
(If student will have no advantage over other students by doing the same task later)

New task of comparable scope and demand to be completed.
(If some advantage may be gained by the student doing the same task later).

**On completion of this sheet a copy must be given to the student & classroom teacher.*

Student Manager's Signature:

Date:

Appendix E – PROMOTION TO YEAR 11

Lalor Secondary College

PROCEDURE

Promotion to Year 11 requires the satisfactory completion of subjects studied at the current year level. This includes both the core subjects and the specialist subjects that have scored assessment. The requirement is that the student will obtain satisfactory achievement in over 70% of all units studied throughout Year 10.

Satisfactory achievement will be obtained for a unit when the student averages over 50% for all of the assessment tasks conducted in that unit.

There is a requirement that a student averages over 50% for all of the assessment tasks in at least one unit of study in **English**.

Subject enrolment in Year 11 will be determined by meeting the achievement levels of individual subject units that a student wishes to study. This generally means that a student needs to have an average over 50% for all of the assessment tasks conducted in subjects similar or related to those that the student wishes to study in Year 11. (Other achievement levels are detailed the in Entry into Specific Subjects section below).

SPECIAL CONSIDERATION

A student may be promoted to Year 11 by the Assistant Principal on the grounds of Special Consideration if it can be shown that the student experienced hardship of a permanent or temporary nature which affected his/her school work. It is the responsibility of the student to notify the Assistant Principal, Sub-School Leader and/or the relevant Student Manager of the details or circumstances relating to the student's application. Official forms are available from the relevant Student Manager.

Any decision regarding the promotion of integration students must first be referred to the Student Support Group (S.S.G.). Any communication with the parents of an integration student must occur through the S.S.G.

No Special Consideration will be given to a student who has been absent from the school or study for prolonged periods (e.g. overseas trips, prolonged holidays) and has therefore been unable to satisfactorily complete the required work.

Students / Staff need to be aware that the VCAA will only consider applications for special consideration if there have been previous provisions made for special consideration during assessment tasks in the years prior to the commencement of VCE/ VCAL studies.

APPEAL FOR PROMOTION

In the event that a student has not met the above requirements, the student may apply for promotion to Year 11. This will involve an interview with the Senior Sub-School Leader, Year 11 Student Manager/s, the student's parent(s)/ guardian(s) and the student. The student and parents will be required to show just cause as to benefits of student promotion and what the student intends to do to ensure that an average of 50% on all of the assessment tasks is obtained in all subjects studied in Year 11. A decision on promotion may be made by the Senior School team that will allow promotion of a student to Year 11 without a parent meeting. In this case a letter will be sent to the parents detailing this decision and the probationary status of their child for the following year.

If the appeal is successful the student will be promoted to the next year level for a probationary period.

ENTRY INTO SPECIFIC SUBJECTS

Due to the specialist nature of some subjects, achievement levels have been set for these subjects. These levels must be reached in Year 10 for a student to be granted permission to undertake study in those subjects as part of their Year 11 program. Parents may be asked to attend a meeting to discuss a selection that teachers may deem to be potentially very difficult.

The stated percentages in the table below are an average of all of the assessment tasks in that particular subject throughout the semester or the year, depending on the length of that subject in Year 10.

YEAR 11 STUDY	YEAR 10 Achievement Levels
Chemistry	General Mathematics – 60% Methods Mathematics – 50% Any Science – 60%
Literature	English – 60%
Foundation Maths	Methods Mathematics – 30% General Mathematics – 40% Foundation Mathematics – 50%
General Maths	Methods Mathematics – 40% General Mathematics – 50% Foundation Mathematics – 80% (Students must apply to change to General Maths in Semester Two)
Mathematics Methods	Methods Mathematics – 60% General Mathematics – 70% (Students must apply to change to Maths Methods in Semester Two)
General Mathematics Extensions	Methods Mathematics – 70% General Mathematics – 90% (Students must apply to change to Maths Methods in Semester Two)
Physics	General Mathematics – 60% Methods Mathematics – 50% Any Science – 60%
Biology	General Mathematics – 60% Methods Mathematics – 50% Any Science – 60%
Unit 3 and 4 Subjects	70% Average for VCE Subject completed is recommended. Students should receive a ‘Satisfactory’ in the subject in Unit 1 and/or 2 as a minimum.

APPENDIX F – PROMOTION TO YEAR 12

Lalor Secondary College

PROCEDURE

Promotion to Year 12 requires the satisfactory completion of subjects studied according to the **current** VCE Administrative Handbook.

If a student is successful in 8 or less units throughout the course of the year, a meeting will take place to determine the promotion status. Students must have at least 9 completed units before entry into Year 12 with at least one unit of study in **English**.

Subject selection in Year 12 will be determined by meeting the recommended achievement levels of individual subject units that a student wishes to study. (Other achievement levels are listed below).

Any student, who receives an N for both Units 1 and 2 of a subject in Year 11, will not be able to study Units 3 & 4 of that same subject.

SPECIAL CONSIDERATION

All applications for special provision will be handled according to the current VCE Administrative Handbook.

APPEAL FOR PROMOTION

In the event that a student has not met the above requirements, the student may apply for promotion to Year 12. This will involve an interview with the Assistant Principal, Senior Sub-School Leader and Year 12 Student Manager/s, the student's parent(s)/ guardian(s) and the student. The student and parents will be required to show just cause as to the benefits of student promotion and what the student intends to do to ensure that the outcomes of each attempted subject will be met.

ENTRY INTO SPECIFIC SUBJECTS

Due to the specialist nature of some subjects, achievement levels have been set for several subjects. These levels must be reached in Year 11 for a student to be granted permission to undertake study in those subjects as part of their Year 12 program. Parents may be asked to attend a meeting to discuss a selection that teachers may deem to be potentially very difficult.

The stated percentages in the table below are an average of all of the assessment tasks in that particular subject throughout the year.

YEAR 12 STUDY	UNIT 1 AND 2 Achievement Levels
Specialist Maths – Unit 3 and 4	Completion of Maths Methods – 80% Average. Must complete Maths Methods in conjunction with this subject.
Maths Methods	Maths Methods – 70% Average.
Further Maths	Maths Methods – 50% Average General Mathematics – 60% Average.
Accounting	Accounting Units 1 and/or 2 – 60% average
Chemistry	Maths Methods - 60% Chemistry - 70% Physics – 60%

Physics	Maths Methods – 60% Physics – 70% Chemistry – 60%
Biology	Biology – 60%
Literature	English / Literature – 60% English – 70% (If Literature is the sole English)

APPENDIX G - UNIT 3 / 4 NON-INSTRUCTIONAL HOMEWORK POLICY

Focus:

The Unit 3 / 4 Holiday Homework Policy focuses on the following:

- To establish commitment from all students completing a Unit 3 / 4 subject at Lalor Secondary College.
- Promote greater communication between teacher / school expectations and parents.
- Ensure students are adequately prepared to complete their VCE studies to the best of their ability.

Procedure:

1. A letter will be sent out to all parents during the Yr 12 Orientation period at the conclusion of the regular school year outlining what is required from their child in relation to the homework set over the holiday period. Students are also expected to complete homework for the start of Unit Four.
2. Students will receive a printed copy of the holiday homework during the scheduled class time of their allocated subjects.
3. All tasks will be measurable. Not exceeding 500 words per subject.
4. The due date for all work will be the first day of scheduled classes for each subject the student is enrolled in.
5. Faculties will provide the same work for all scheduled classes of the same subject.
6. Any student who doesn't complete the holiday homework will then be reported to the Yr 12 student manager on the first day of the scheduled class.
7. All students who do not complete the work will have a letter sent home to their parents/guardian outlining what homework has not been completed.
8. If students do not complete homework for 2 or more subjects they will be asked to remain home to complete the work. Students will be able to return when they can show they have completed the work. a parent meeting may be arranged to discuss the student's commitment to their studies.
9. If after three days the student has not completed the work, there will be a parent meeting organised before the student can return to school. The student will also receive a Saturday detention. During the detention all outstanding work will be completed. The student will also be required to complete any work they have missed during regular classes held at the commencement of the school week.

Appendix H - Application for Subject Change /Withdrawal.



LALOR SECONDARY COLLEGE

Application for Subject Change / Withdrawal

Important Note:- Subject Changes are not encouraged or recommended and will only occur under circumstances approved by the college. Your application will be considered if all aspects of this process are completed correctly and meet the requirements outlined in the VCE Student Handbook 2014. The LSC promotion policy will be used as a guide when looking at moving into subjects that have clear college recommendations.

Name:..... Home Group:

- 1. Please list the subject you wish to withdraw from and the subject you wish to change into.

Withdrawn Subject	New Subject

- 2. Please provide a supporting statement detailing the reasons for the application.

.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....
.....

- 3. Consultation with the Careers Advisor has taken place. (VCE Use Only).

Careers Advisor Signature :

Parent Name : Parent Signature :

Student Name : Student Signature :

Date of Submission :

APPENDIX I APPLICATION TO COMPLETE A VCE SUBJECT IN YEAR TEN



LALOR SECONDARY COLLEGE

YEAR 10 APPLICATION TO COMPLETE A VCE SUBJECT

Name - _____ Home Group _____

Subject/s applied for _____

Semester One Results

Subject	Ass Task 1	Ass Task 2	Ass Task 3	Ass Task 4	S/N
English					
Maths (please indicate the Maths group or set you are currently in). Teacher Name - Group -					
Science					
Humanities					
Language/ Literacy Support Language (specify)					
H&PE					
Specialist Subject One Name					
Specialist subject Two Name					

Requirements for early enrolment in a VCE subject.

Students should have passed all core and specialist subjects at Year 9.

In addition students must achieve 75% or above average in English.

In determining whether a student is eligible to enrol in an early VCE study, the following will be taken into consideration;

VCE Biology – Science 75% or higher average

VCE Psychology – Science 75% or higher average

VCE Business Management – Humanities 60% or higher average

VCE Health & Human Development – H&PE 75% or higher average

VCE Studio Arts – 60% or higher average in Visual Arts specialist subjects

VCE Physical Education – H&PE 75% or higher average

VCE Environmental Science – Science 60% or higher average

Selected VCE Unit 1&2 subject

Preference One _____

Preference Two _____

Reasons for application

Student Signature _____

Parent Name _____

Parent Signature _____

Date _____

Senior Sub-School Leader or Student Manager to complete;

Approved Not Approved Signature & initials _____

Office use only – Student Manager/s comments, teacher feedback & reasons for decision.
