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LALOR SECONDARY COLLEGE

VCE Policy Document Units 1-4

Staff and Student Handbook

2026

PREFACE

This handbook has been prepared to assist students and teachers at Lalor Secondary College in matters relating to Victorian Certificate of Education (VCE) studies 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 on the 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 access to a copy of this Policy Handbook via our website 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.

All issues regarding the VCE will be managed using the VCAA VCE and VM Administrative Handbook, updated annually by VCAA.

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SECTION ONE

- *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.

Teacher Responsibilities and College Expectations

Students have responsibilities and these must be abided by. In addition, students can expect their teachers to do the following:

- Be punctual to class and organised
- Teach the Study Design and keep up to date with course requirements
- Ensure all students have access to advice, support and feedback
- Return work in a timely manner (within two weeks)
- Be available to help them within class and, if previously arranged, out of class time
- Make sure that all students (in multiple classes) have the same conditions and arrangements for assessment activities
- If a teacher is absent, wherever possible, work is left for students to complete
- Keep assessment tasks, including tasks in development, out of reach, view and access of students until they are delivered
- Avoid storing assessment tasks on open school networks and unsecured media such as USB sticks where possible, and avoid sending assessment tasks by unsecured means such as emails

- Teachers need to ensure that they understand their professional responsibility in maintaining the integrity and security of school-based assessments
- Minimise the time lag between classes when delivering the same school-based assessment across several discrete classes. If this is not possible, the assessment task should be suitably modified for each class
- Make sure that tasks are not recycled from one academic year to another, to prevent student use of other student work from previous academic years, including previous assessed tasks that were not returned to students
- Suitably modify commercially produced materials and publicly available materials to ensure the school can authenticate student work

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 assessment tasks 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 Sub School Leader 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.

Teachers should be prepared to accommodate students within their 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 using the agreed LSC Instructional model to cater for a range of student learning preferences and abilities.

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

Teachers are also expected to communicate with parents, carers/caregivers by phone and record on Compass when students are at risk, not completing work, or will not receive a redemption task.

TEACHER'S CHECKLIST

VCE study development and delivery Teachers must provide learning experiences and assessment opportunities that are in accordance with the currently accredited VCE study designs.		
1	In developing a course of study, teachers will: • use the current study design • select a text from the current text list, where applicable • prepare a range of tasks that enable students to develop the listed knowledge and skills • provide information to students on how to demonstrate achievement of the specified outcomes for that unit.	
2	Where a student has been identified as needing Special Provision for classroom learning and school-based assessment, teachers will liaise with the VCE coordinator.	
Satisfactory completion The decision about satisfactory completion of outcomes is based on the teacher's judgement of the student's overall performance in a combination of set work (learning activities) and assessment tasks (including school-based assessments) related to the outcomes.		
1	Teachers will clearly explain and describe in writing the work a student must do to achieve an S for a unit and the conditions under which the work is to be done.	
2	Teachers will separate S and N judgements from levels of achievement (scored assessment), basing the decision about satisfactory completion on my judgement of the student's overall performance in a combination of set work (learning activities) and assessment tasks (including school-based assessment) related to the outcomes.	
3	Teachers will provide students with multiple opportunities (including additional opportunities, where appropriate) across the learning program to develop and demonstrate the key knowledge and skills required to meet the outcomes of the unit.	
4	A teacher's judgement on whether a student has satisfactorily achieved the outcomes for a study as determined by evidence gained through the assessment of a range of set work (learning activities) and assessment tasks (including school-based assessments) will be consistent for all students. This approach is consistent for all student's work, whether it is being assessed for levels of achievement or not.	
5	Where the work submitted by the student does not demonstrate the outcome, teachers will have considered other work, including class work, homework, additional tasks or discussions with the student, that demonstrate their understanding of the outcome, when making an informed decision on whether an outcome is met.	
6	In the case of lost or stolen work, teachers will retain a written statement explaining the circumstances. See the 'Lost, stolen or damaged work', 'Lost, stolen or damaged school-assessed coursework (SACs)' and 'Lost, stolen or damaged school-assessed tasks (SATs)' sections for further details.	
7	Teachers will know the school-based process to delay satisfactory completion and apply it where appropriate.	

School-based assessment		
1	To the best of their knowledge, the teacher's delivery of school-based assessment does not include any existing commercially produced, publicly available school-based assessment material, nor will it include the previous years' school-based assessment. Where teachers have used existing resources to create school-based assessment, these have been suitably modified to ensure that teachers can authenticate student work.	
2	Teachers will not mark nor provide comment or undue assistance in the drafting process for any school-assessed coursework unless it is a requirement of the VCE study design and/or for authentication purposes.	
3	When assessing student work, teachers will use performance descriptors or an assessment rubric or a marking guide.	
4	If there is more than one class undertaking the study at the school, teachers follow the internal school practices regarding cross-marking and/or internal moderation.	
5	When requested by students, teachers will provide students with their initial school-based assessment scores, informing them that scores may change due to statistical moderation.	

1.3 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.

1.4 Student Responsibilities and College Expectations

It is an expectation of LSC that all VCE students will take their studies seriously and achieve their best in everything they do. Students are responsible for their own learning and behaviour and must work in partnership with their subject teachers. All VCE students are expected to follow the school rules set out in the Student Code of Behaviour.

It is also a requirement that no student will interfere or stop students from learning or the teacher from teaching. Students who do not follow the Student Code of Behaviour or who continually interfere with the learning of others may find that they are not able to stay at LSC. If a student is experiencing difficulties with either the teacher or other students, they should talk to the teacher first (out of class time where possible) and if there is a serious issue they should contact their Student Manager.

Students must complete and submit the relevant Student Personal Details form at the start of the year for each year in which they enroll. The accuracy of student details should be audited against information provided on a student form and schools should check the following details. Before undertaking any studies all students must sign an agreement to abide by VCAA regulations.

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, Sub-School Leader or Assistant Principal.

CHANGE OF SUBJECT & WITHDRAWAL FROM A SUBJECT

Change of Subject

Students will only be permitted to change subjects within the first eight days of starting Units 1 to 4 so they are able to meet the attendance requirement for that unit. Changes will not take place mid-way through completing units to limit the disruption to the school program.

Students may choose to withdraw from their studies at any time. The records of their enrolment can only be withdrawn from a unit if the ENROLMENT date for that unit has not passed. Student enrolments cannot be withdrawn from the database if there are results recorded for the enrolment. Students withdrawing late will receive an 'N' (Not Satisfactory) for the unit.

Compassionate Late Withdrawal

A student may, under exceptional circumstances, be given approval for Compassionate Late Withdrawal from VCE Units 3 and 4. The principal or principal's delegate must apply to the Manager, Student Records and Results Unit, on the student's behalf, for permission to withdraw from one or more VCE Units 3 & 4 studies. Documentation of the exceptional circumstances must be included.

Compassionate Late Withdrawal is not available to students who are simply not coping with the demands of VCE studies. This provision is designed to assist students who have made a genuine attempt to continue with their VCE studies while suffering major adverse circumstances but find that they cannot complete their studies. If the exceptional circumstances claimed are for medical reasons, evidence from a qualified person, for example a general practitioner or psychologist, is required as part of the application. Compassionate Late Withdrawal from a Unit 3 and 4 study will not be approved if a student has a final, reported grade for an examination or School based Assessment.

Any student wishing to change or withdraw from a subject must complete the Application for Subject Change / Subject Withdrawal (appendix H) and have the application supported by a parent, carer/caregiver. All decisions in regard to these matters will be communicated to the parents, carers/caregivers in all instances.

Total withdrawal from VCE/VM

Students wishing to withdraw from VCE/VM must first complete a Student Exit form.

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.

From 2023 the VCE includes the new VM, which replaces the VCAL Intermediate and Senior levels.

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 both Units at 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 VM.

2.3 *The English requirement for the award of the VCE*

The minimum English requirement is three units from the English group, with successful completion required of ***both*** Units 3 and 4. English units may be selected from English Units 1 to 4, EAL Units 1- 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, 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.

Students should refer to the table on page 5 of the VCE Administrative Handbook 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 have been 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, for example through lack of attendance
- 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 student must be given an opportunity to redeem the outcome, The teacher must provide further and alternative opportunities for the student to achieve a satisfactory outcome.

These opportunities may include class work, homework or additional tasks such as redemption tasks or discussions, 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. The original school-based assessment score for the SAC or SAT assigned remains the same.

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. Three examples on managing redemption below:

Student A	Has NOT demonstrated an Outcome via the SAC or SAT. • Student has submitted all practice work and class tasks. • Student has worked hard in class and actively sought assistance from teacher.	Student eligible for redemption task
Student B	Has NOT demonstrated an Outcome via the SAC or SAT. • has not completed all classwork/homework/practice sacs • is distracted and has a poor work ethic • asks for special provision after the SAC • has extended absences	Student not eligible for redemption task.
Student C	Has NOT demonstrated an Outcome via the SAC or SAT. • Has a known and documented long term illness or personal circumstance that has impacted studies and has applied for special provision	Student eligible for redemption Task

If redemption is an option, 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. **The redemption task cannot be the same as the original task.** 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, carers/caregivers.

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 VCAA if the N was awarded because:

They have contravened the assessment and authentication rules of VCAA.

No appeals will be heard by VCAA for any other reasons. For example, students are unable to appeal to VCAA on the following grounds:

- A breach of the school's attendance policy
- An unsatisfactory completion of a unit (see 2.5.1)
- Failure to meet a published deadline, not considering any special provisions in place.
- They have not followed the procedures outlined in this policy

2.5.1 LSC Internal Appeal Procedure for an unsatisfactory unit result

- 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 parents, carers/caregivers by phone or in person 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, carer/caregiver. 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.

Teachers will use the schools preferred method of contact being email and SMS through the Compass system to inform the parents, carers/caregivers of the late submission. This process is to be completed by staff using the 'Notice of Low Academic Achievement – Years 11 and 12' template in the Compass Chronicle. The SMS and email will automatically be generated by the system and sent to the primary family contact. However, depending on the family circumstances, staff may need to contact home via a phone call or letter. The two previous contact methods must be recorded on Compass under 'Parent Communication' so a record of the contact is kept by the school. Once this has been completed, teachers should inform the relevant student managers via email that they have made contact with a parent, carer/caregiver and recorded this on compass.

If contact with parents, carers/caregivers cannot be made after repeated attempts, the teacher must inform the Student Manager of the student's circumstances.

Any student who is consistently performing at a low academic level in a number of subjects will be contacted by the relevant Student Manager or Sub-school Leader.

2.5.3 Notification of an Unsatisfactory Result

All teachers who believe that a student has received an N for an Outcome or a Unit will follow the LSC process for communicating this result. See Appendix J

SECTION THREE – SCHOOL ASSESSMENT (UNITS 1-4)

STUDENT OBSERVANCE OF VCAA RULES FOR SCHOOL-BASED ASSESSMENT

At the beginning of each year, students sign a declaration that they agree to abide by and observe the rules and instructions relating to the VCE/ VM 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 (Appendix K)

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 Senior Sub school Leaders and the assistant school principals (senior school) 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.

- Subject teacher will notify the senior sub-school leader of alleged evidence of breach of rules immediately upon discovery. They investigate the claims made.
- Senior Sub school Leader contacts the student and arranges a meeting to inform the student that this will be about a breach of rules. Communication made on Compass to student.
- Initial Meeting between the Sub school Leader and student. A preliminary investigation takes place. Student presents information regarding the alleged breach of rules. They are informed of the next stages including panel. They are given the opportunity to speak with their parents prior to parent contact by phone.
- Sub school Leader investigates to determine whether there is any substance to the allegation. If there is they notify parents and invite them or another student support person to attend a breach of rules investigation meeting with the panel. Meeting to be scheduled within 5 business days of the breach.
- The panel composition will be the subject teacher, the student, the parent or other student support person, and the senior sub school leader, assistant principal. The teacher presents the evidence of the breach to the panel. The student has the opportunity to respond to the allegations. The panel considers all evidence and senior sub school Leader decides in accordance with the VCAA guides page 83 of the VCAA Handbook.
- The penalties of the decision are discussed, and student is provided with information about appeals in writing to the VCAA Chief executive officer no later than 14 days after the school decision.
- Penalties for a breach of rules panel could include the award of zero and or N result.
- Minutes of the meeting and the outcome posted to the student and parent on Compass.

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 via Compass.**

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, carers/caregivers. 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 (even with an approved medical certificate) 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. Back dated medical certificates will NOT be accepted.

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 **(please note backdated medical certificates will not be accepted)**
- 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. The student, or a parent, must also notify the subject teacher on the day of the absence.
3. Student must collect relevant form from the level coordinator **the first day of attendance following the absence**. (refer to Appendix C).
4. The student must contact the Student Manager and return the form with any relevant documentation.
5. If the Student Manager determines the absence is approved then the student and the classroom teacher will be notified of this.
6. 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.
7. Students should be aware that they can be required to sit the task on the very first day that they return even if the absence has not yet been approved.
8. It is important that both the student and the classroom teacher inform the Student Manager of an absence from an assessment task.
9. If the absence is not deemed to be approved then the student is not entitled to receive a grade for 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 it 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 will 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 in a make-up session. 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 and be prepared for the task on their first day back at school.
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, an N for the task and risks receiving an N for the outcome.	Student manager and classroom teacher to inform parents, carers/caregivers.
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 in a MakeUp Session. 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 N for the outcome.	Classroom teacher to mark according to the action listed. parents, carers/caregivers need to be contacted by a relevant staff member.
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. This may lead to an N for the outcome.	Classroom teacher to inform Student Manager and contact parents, carers/caregivers with the outcome of the task.

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 has been submitted before the task is due.	The SAT may be accepted and graded.	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 incompletion. 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. This may lead to an N for the outcome and Unit.	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 in more than one study, or more than once within a study.
5. A student must not circulate or publish written work that is being submitted for assessment in a study in the academic year of enrolment.
6. Students who knowingly assist other students in a breach of rules may be penalised.
7. 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.
8. 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.
- 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 **N.**

If the student's work was accepted for assessment, and a breach of VCAA rules was discovered after the work had been assessed, the principal shall determine the penalty that should be applied and, if necessary, the student's records adjusted. For example, the original outcome result may change from an S to an N. If an N is awarded for an outcome, an N will be awarded for the unit concerned.

Similarly, the detected breach of VCAA rules may result in a score change. This score change should be communicated to the VCAA through the completion of the **Score Amendment Sheet** (SAS). Other outcomes may be appropriate if, for example, the breach of VCAA rules relates to the student's conduct in disrupting a School-based Assessment task conducted under test conditions.

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 VM, 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.

At the same time students granted special provision are not exempt from meeting the requirements for satisfactory completion of the VCE or VM, 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 VM 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 VM 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 VM, they are adversely affected in a significant way by:

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

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

2026 Timeline: Unit _ Subject

Term 1			Term 3	
1 28/1-30/1	**First day back programs**		1 13/7-17/7	
2 2/2- 6/2			2 20/7-24/7	
3 9/2-13/2			3 27/7-31/7	
4 16/2-20/2			4 3/8-7/8	
5 23/2-27/2			5 10/8-14/8	
6 2/3-6/3			6 17/8-21/8	
7 9/3-13/3	**Labour Day (10/3)**		7 24/8-28/8	
8 16/3-20/3			8 31/8-4/9	
9 23/3-27/3			9 7/8-11/9	
10 30/3-2/4	**Good Friday (3/4)**		10 14/9-18/9	
Term 2			**Term 4**	
1 20/4-24/4			1 5/10-9/10	
2 28/4-1/5	**Anzac Day (25/4) – Day off Monday 27/4**		2 12/10- 16/10	
3 4/5-8/5			3 19/10-	

			23/10	
4 11/5-15/5			4 26/10- 30/10	
5 18/5-22/5			5 2/11-6/11	**Melbourne Cup Day (2/11-3/11)**
6 25/5-29/5			6 9/11-13/11	

7 1/6-5/6			7 16/11- 20/11	
8 8/6-12/6	**King's Birthday (9/6)**		8 23/11- 27/11	
9 15/6-19/6			9 30/11-4/12	
10 22/6-26/6			10 7/12-11/12	**End of Year Activities**
			11 14/12- 18/12	**End of Year Activities**

	Unit Number Subject 2026
VCAA Subject Overview **Outcome Statements**	**Unit** **Outome 1** Lorem ipsum dolor sit amet, consectetur adipiscing elit. Quisque eget ullamcorper justo. Praesent eu libero egestas, sollicitudin tellus dignissim, vehicula felis. Integer dictum ipsum ac risus dignissim lacinia. Etiam ullamcorper lacus a ante suscipit semper. Integer non felis eu justo consectetur feugiat. In ultricies, velit ut consequat pellentesque, enim arcu consectetur sem, in commodo turpis odio quis nisi. Fusce viverra felis felis, in tristique turpis lobortis nec. **Outome 2** Lorem ipsum dolor sit amet, consectetur adipiscing elit. Quisque eget ullamcorper justo. Praesent eu libero egestas, sollicitudin tellus dignissim, vehicula felis. Integer dictum ipsum ac risus dignissim lacinia. Etiam ullamcorper lacus a ante suscipit semper. Integer non felis eu justo consectetur feugiat. In ultricies, velit ut consequat pellentesque, enim arcu consectetur sem, in commodo turpis odio quis nisi. Fusce viverra felis felis, in tristique turpis lobortis nec. **Unit** **Outome 1** Lorem ipsum dolor sit amet, consectetur adipiscing elit. Quisque eget ullamcorper justo. Praesent eu libero egestas, sollicitudin tellus dignissim, vehicula felis. Integer dictum ipsum ac risus dignissim lacinia. Etiam ullamcorper lacus a ante suscipit semper. Integer non felis eu justo consectetur feugiat. In ultricies, velit ut consequat pellentesque, enim arcu consectetur sem, in commodo turpis odio quis nisi. Fusce viverra felis felis, in tristique turpis lobortis nec. **Outome 2** Lorem ipsum dolor sit amet, consectetur adipiscing elit. Quisque eget ullamcorper justo. Praesent eu libero egestas, sollicitudin tellus dignissim, vehicula felis. Integer dictum ipsum ac risus dignissim lacinia. Etiam ullamcorper lacus a ante suscipit semper. Integer non felis eu justo consectetur feugiat. In ultricies, velit ut consequat pellentesque, enim arcu consectetur sem, in commodo turpis odio quis nisi. Fusce viverra felis felis, in tristique turpis lobortis nec.
Summative **School Assessment Coursework/ Task**	**Unit** • SAC 1: TBC • SAC 2: TBC **Unit** • SAC 1: TBC • SAC 2: TBC

2026 Unit Planner: Unit _ Subject

Unit of Work	Duration

Outcome Statement				
Key Knowledge		By the end of the unit, students will be able to understand…		
Key Skills		By the end of the unit, students will be able to…		
Formative assessment and feedback		E.g. Students will be formally assessed and provided feedback using the developmental rubric, goal review activities, self-assessment.		
Week	**Description Focus of Lessons**	**Formative Learning Tasks and Activities (below, at, above level)**	**Reading Strategies**	**Resources**
1				
2				
3				
4				
5				
6				
7				

APPENDIX D – PROMOTION TO YEAR 11

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 in the Entry into Specific Subjects section below).

It is highly recommended that a student has successfully completed Year 10 specialist subjects in those areas they are pursuing in Units 1&2.

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 PSD students must first be referred to the Student Program's Leader. Any communication with the parents, carers/caregivers of PSD student must occur through the S.S.G.

No Special Consideration will be granted 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.

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, carers/caregivers may be asked to attend a meeting to discuss a selection that teachers may deem to be potentially very difficult.

The recommendations are in the table on the next page.

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	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 Specialist Maths in Semester Two)
Specialist Maths	Methods Mathematics – 70% General Mathematics – 90% (Students must apply to change to Specialist Maths in Semester Two)
Physics	General Mathematics – 60% Methods Mathematics – 50% Any Science – 60%
Biology	Any Science – 60%
Unit 3 and 4 Subjects	Students should receive a 'Satisfactory' in the subject in Unit 1 and/or 2 as a minimum.

APPENDIX E – PROMOTION TO YEAR 12

Promotion to Year 12 requires the satisfactory completion of subjects studied according to the VCAA 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 and 4 of that same subject.

SPECIAL CONSIDERATION

All applications for special provision will be handled according to the VCAA Administrative Handbook

APPEAL FOR PROMOTION

In the event that a student has not met either requirement, the student may apply for promotion to Year 12. This may 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, carers/caregivers 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 should be reached in Year 11 for a student to achieve success in those subjects as part of their Year 12 program. parents, carers/caregivers may be asked to attend a meeting to discuss a subject choice that teachers may deem to be potentially very difficult for that student.

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.
General Maths	Maths Methods – 50% Average General Mathematics – 60% Average.

Accounting	Accounting Units 1and/or 2 – 60% average

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

APPENDIX F - 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, carers/caregivers.
- 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, carers/caregivers during the Year 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 Year 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, carers/caregivers 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 G - 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

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.

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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 (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 Economics – Humanities 75% or higher average
VCE Psychology – Science 75% or higher average	VCE Accounting – General Math 75% or higher average or Methods 60% or higher average
VCE Business Management – Humanities 75% or higher average	VCE Legal Studies – Humanities 75% or higher average
VCE Health & Human Development – H&PE 75% or higher	VCE Visual Communication Design – Teacher Recommendation

average	
VCE Art Making and Exhibiting – Teacher Recommendation	VCE Media - Teacher Recommendation
VCE Physical Education – H&PE 75% or higher average	VCE Theatre Studies – Teacher Recommendation
VCE Environmental Science – Science 75% or higher average	VCE Product Design Technology - Teacher Recommendation

VCE General Mathematics – General Math 75% or Methods 60% or higher average	VCE Modern History – Humanities 75% or higher average
VCE Sociology – Humanities 75% or higher average	VCE Geography – Humanities 75% or higher average
VCE Food Studies – Teacher Recommendation	

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.

POLICY REVIEW AND APPROVAL

Policy last reviewed	November 2025
Approved by	Principal
Next scheduled review date	November 2026

LALOR SECONDARY COLLEGE

Authentication Record

2026

VCE and VM

Assessment

Student name ---------- declare the following on the

date of----------

Declaration of submission of authentic work:

I declare that all the work I have and will submit for School Assessed Coursework (SACs) and School Assessed Tasks (SATs) is entirely produced by me and has been completed according to the requirements of the task, including not reproducing something I have produced in the past.

This task was completed according to VCAA guidelines and the rules of the task, as set by the teacher(s) of the subject. No part of this task has been completed with any other person or by AI. Any breach of rules will go to an official Breach of Rules Panel.