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VCE/VCAL and year 10 policy and Handbook

The purpose of this handbook is to provide teachers, parents and students with a reference manual of current Victorian Certificate of Education and Victorian Certificate of Applied Learning procedures at VCAA and school level. It contains general rules about the VCE, VCAL and VET and specific procedures followed by Sherbrooke Community School.

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Sherbrooke Later Years philosophy is to provide equal access and opportunity for success to all students undertaking a Later Years program of study. We expect all students to aim for their Personal Best. Our school aims to offer a broad range of studies and to encourage students to strive for excellence within their studies. We aim to prepare students for post-school study, employment and participation in a global community. All Year 10, 11 and 12 students are engaged in courses which lead to the Victorian Certificate of Education or Victorian Certificate of Applied Learning as issued by the Victorian Curriculum and Assessment Authority (VCAA). Students can also achieve completion of nationally recognised VET courses.

The procedures, as outlined in this handbook, are to be reviewed annually.

Enrolment

Enrolment in a Later Years course of study is conditional upon completion of the course counselling process with the Career Coordinator and the filling in of forms as required for data entry into the Victorian Assessment Software System (VASS). Sherbrooke Community School, as per all VCE, VCAL and VET providers, uses this data system to enrol students and record results.

1. ATTENDANCE PROCEDURES

In accordance with the Victorian Curriculum Assessment Authority requirements, Sherbrooke Community School sets minimum class time and attendance rules. These are aimed to allow sufficient class time for all students to successfully complete required tasks and set work. Students are encouraged to attend all scheduled classes, whether participating in VCE, VET, VCAL or other timetabled classes. Students must provide acceptable explanations and/or supporting evidence for non-attendance.

- All students must attend a minimum of 90% of scheduled classes to guarantee satisfactory completion of each unit of work
- Senior School Leader and mentors will be responsible for checking attendance
- Attendance will be checked fortnightly throughout each term
- Compass roll marking will be used as the record of attendance
- A text message will be sent to parents on the morning of an unknown absence
- The Mentor or Senior School Leader will contact parents on the third day of consecutive absence
- Mentors will make weekly checks on attendance. Mentors will make contact with parents/guardians for all students whose attendance falls below the required level after each check is completed
- Absences due to school-based activities will not be included in the attendance check

- Special Provision is available in cases of extended absence due to illness or special circumstances. The student is responsible for applying for Special Provision
- Written explanations from parents/guardians will be accepted to explain absences. However, a *Medical Certificate* is required for missed SACs and SATs at Year 11 and 12
- Explanations of the attendance requirements will be made available to staff, students and parents. The procedures will be set out in Information Handbooks and will be explained verbally to students at Information evenings and morning meetings
- All notes to explain non-attendance or missed SACs and SATs **MUST** be passed to the Senior School Leader immediately. Absences may be approved for the following; School related activities, Illness, Family Commitments or at the Assistant Principal's discretion
- The Senior School Leader or Assistant Principal are responsible amending school rolls to show approved absences

It is imperative that rolls be marked both promptly and correctly in order to verify absence.

Where a student has breached the attendance rules set out above, the unit result may be given as N (Not Satisfactory). This will be recorded on both school-based reports and in submission of results to VCAA. The school will assign N to one or more of the outcome results in any VCE unit studied. The Senior School Leader has responsibility for these actions. The student and their family have the right of appeal if a unit is failed due to attendance issues. The appeal will take the form of a meeting between the student, parent/guardian, the Senior School Leader and a member of the Principal Class. The Senior School Leader and Assistant Principal will make the decision based on the appeal's findings.

Absence during Assessment Tasks

Students are expected to attend assessment tasks even if there are difficulties in doing this (e.g. due to illness, family problems, etc). Under these circumstances, students will be eligible for special provision and teachers will make a professional judgment with regard to this disadvantage, in consultation with an Assistant Principal or Senior School Leader. The procedures relating to non-attendance for assessment is found in Section 2: Assessment Procedures

2.ASSESSMENT PROCEDURES: YEARS 10-12

2.1 YEAR 10 LEARNING TASKS AND WORK REQUIREMENTS

Year 10 for most students is a preparatory year for the study of the VCE or VCAL. It is important for their success in VCE and VCAL to become familiar with the style and format of the assessment used. Year 10 at Sherbrooke Community School is the final year which students complete Learning Tasks and this enables students to prepare for the rigours of SATs and SACs which they complete in their VCE studies. The continuation of Learning Tasks

combined with VCE submission expectations in Year 10 will assist them in developing that familiarity and therefore increase their chances of success.

As Work Requirement Tasks are used at VCE in order to determine Satisfactory completion of an Outcome, they may also be used in Year 10. A Work Requirement Task is a hurdle task designed to build student knowledge and skills and for students to demonstrate proficiency and understanding.

Students undertaking an Enhancement study in Year 10 (either a VCE or VET study) will follow the SAC/SAT Assessment procedures for tasks within that study.

GUIDELINES FOR TEACHING STAFF

- All students at Year 10 will be required to sit a minimum of 2 learning tasks per subject each semester in addition to the exam (based on periods taught per week i.e. English will have at least 4). Please note that at least one of these learning tasks should be undertaken using SAC protocol.
- The Learning Tasks should reflect the nature of the Outcomes in the relevant VCE Units 1&2, where appropriate
- The Learning Tasks that are set must enable students to perform at their appropriate Vic Curriculum level
- The Learning Tasks must be created on Compass using the provided template
- A student will be rewarded with a ‘Satisfactory’ grade for the task if it is submitted and at the student’s expected level
- In order to achieve a ‘Satisfactory’ grade on the end of semester report, a student must have submitted all learning tasks to a ‘Satisfactory’ Level
- Information provided to students about each Task must contain the following:
 - Criteria for Satisfactory Completion, which identify factors such as structure, format, content and process required to complete Task.
 - An assessment rubric or performance descriptors that identifies the level at which each of the standards being assessed has been addressed by each student. The levels for each standard should be based on the Victorian Curriculum. This is used to determine the grade and/or mark for the given learning task and to provide evidence for the Victorian Curriculum at which the student is operating
 - Notification of the Learning Task on Compass at least 7 days prior to the completion date
 - Notification of the Learning Task/SAC to be placed on the wall in Room D at least 7 days prior to the completion date

IMPLEMENTATION

- Each Learning Task will be prepared in a format that parallels the Outcomes in the associated VCE Units 1 & 2
- At least 1 Learning Task per semester will be carried out under conditions that reflect the Outcomes in the relevant VCE Units 1 & 2

- Each Learning Task will be assessed in accordance with a published set of criteria and an assessment rubric given to the students at the same time the Learning Task is set
- Learning Tasks not submitted or satisfactorily completed will be followed up through the Learning Task Non Completion or Satisfactory Completion Guidelines as outlined below
- Student performance on the Learning Task must be reported on Compass with:
 - i. A scaled performance to indicate standard of performance
 - ii. A comment on what students have achieved (based on task requirements and assessment criteria)
 - iii. A comment which outlines strategies for how students can improve

LEARNING TASK NON COMPLETION OR NON-SATISFACTORY COMPLETION GUIDELINES

- Students can be awarded a zero score and a grade of Not Completed (NC) for failure to submit a Learning Task. No comments will be provided by the classroom teacher via Compass
- However, this should only be used following the completion of the following Catch up process:-
 - Teacher informs parent and student and Senior School Leader of non-completion of Learning Task by due date and arranges an alternative time to complete the task. Both student and parent will receive this communication via Compass email. Homework club will be utilized for the catch up.
 - Students are encouraged and expected to take initiative for the second opportunity to complete the Learning Task. Work may be submitted to the classroom teacher prior to the catch up session
 - Learning Tasks received up to one week late will be accepted, and assessed according to the assessment criteria and if satisfactory, will be awarded a ‘Satisfactory’, however students will receive a score of zero.
 - Students who do not submit or satisfactorily complete a Learning Task by the required catch up session will be required to attend the session as supervised by the Senior School Leader or Assistant Principal.
 - Senior School Leader or Assistant Principal will inform classroom teacher of attendance or non-attendance and provide work to classroom teacher
 - Classroom teacher will complete Compass comment.
- Comments on Compass can be:-
 - Student name* has not completed the required Learning Task. Catch up opportunities were provided by the teacher on *date*. A score of zero and grade of Not Completed (NC) has been awarded.
 - Student name* did not submit the Learning Task on the required date. Following submission after a Catch Up session within 7 days, a score of zero and a Satisfactory grade has been recorded.

PLEASE NOTE THE ABOVE IS FOR NON COMPLETION **WITHOUT** A VALID REASON.

2.2 SAC/SAT FOR VCE

Outcome Tasks (School Assessed Coursework or School Assessed Tasks) will be presented to students enrolled in Units 1-4 studies as prescribed by VCAA (Victorian Curriculum Assessment Authority). The processes outlined below are to ensure that a consistent, fair and clear set of rules apply to all students, thus allowing them to maximise their opportunities for success and achievement. Students are advised to follow these processes to enable satisfactory completion of all work, and thus safeguard success of the unit of study. Teachers will follow these processes at all times.

- A Course Outline must be prepared for each unit of study. This is to be discussed with and checked by the relevant PLT Leader. The Course Outline will indicate intended dates of each Outcome Task (according to the Week of the Semester).
- The classroom teacher must distribute a copy of the Course Outline to each student at the commencement of the unit. A copy of the outline should be posted to the Resource Folder in Compass. The PLT Leader must ensure a copy to the Course outline is put in the relevant section on the Compass.
- Prior notification of the date of the SAC/SAT must be given to all students. All dates MUST be placed on the wall in FLC A, as a Learning Task on the Subjects wall in Compass and put on the Compass Calendar at least 7 days prior to the assessment.
- Students must be provided with the details of each SAC/SAT and its accompanying Criteria Sheet. In test situations, allocated marks constitute the required criteria.
- SAC tasks are to be in line with requirements of the VCAA Study Design and Assessment Handbook
- All initial SAC/SAT's are to be completed two weeks before the exam period (In Units 1 and 2) to allow catch up or redemption in the week before the exams. Dates will be published by the Senior School Leader before the commencement of the Units 1, 2 and 3. All Unit 4 Assessment is to be completed by Week 10 of Term 3. This allows for students to focus on achieving success in the end of year exams and an altered timetable will operate for Unit 4 students in the weeks after the September holiday period.

IMPLICATIONS OF STUDENT ABSENCES ON ASSESSMENT

Event	Circumstance	Action	Responsibility
Student does not present for the SAC or SAT	Medical certificate supplied and/or Special Provision granted or school based activity verified	Student will sit the task. The work will be graded. Alternative work may be set.	Time and date determined by Senior School Leader as soon as possible after the student's return. The student is given

			one opportunity to sit the task, supervised by nominated teacher.
	No medical certificate supplied and/or no Special Provision granted.	Students will receive a mark of zero for the task. The student is given a new time to complete the task so that the work can be judged S or N for satisfactory completion of the outcome. Alternative work may be set.	The student will be given one opportunity to complete the task at a date and time specified by the Senior School Leader and supervised in the FLC
Student does not sit a section of the SAC or SAT. For example, the student is absent for one or two days of the task	Medical certificate supplied and/or Special Provision granted or school based activity verified	Students sit 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	Class teacher, if the task is still in progress. At a date and time determined by the Senior School Leader if the task is completed.
	No medical certificate supplied and/or no Special Provision granted.	The student loses the marks for this section only. The incomplete task is assessed.	Class teacher
Work is submitted for a SAC but it does not reach the word limit or is not satisfactory.	Teacher may consult PLT leader or the Senior School Leader for advice	Student does further work at the teacher's discretion to obtain an 'S', within a specific time frame and with a due date given. The original work is	Class teacher

		graded as per VCAA guidelines.	
A School-assessed task (SAT) is not submitted on the due date	Student contacts the Senior School Leader and Special Provision is granted	The SAT will be accepted and marked without penalty (unless VCAA deadlines prelude this)	Senior School Leader
	Contact is not made and/or Special Provision is not granted	The student will need to make an application to the Senior School Leader 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	Senior School Leader

- Only one opportunity to redeem will be given for each outcome, following the procedure outlined above. SAC/SAT that are below standard follow the same procedure. Students are given ONE opportunity for resubmission following the same procedure.

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

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

Computer/printer problems will not be accepted as a reason for non-submission of a SAC or SAT by the due date.

- Teachers should provide formal feedback to students regarding SACs and SATs and keep a record of the written feedback given. Compass will be used to provide feedback to students.

Pending 'N'

Students will be given a pending N for all VCE, VET and VCAL units if a 'S' has not been achieved. When a student has received a Pending 'N' they will receive an opportunity to gain their 'S'. Parents will be sent an email/letter warning of the pending 'N'. The classroom teacher will advise the Senior School Leader when a pending 'N' is awarded. Pending 'N' will remain as such until VCAA VASS deadlines are reached.

SACs and SATs may be returned to students once all students in the Study have completed the task and the SAC has been moderated. The SAC/SAT grade must be reported along the continuum on Compass. The feedback should be in the form of:

- a) Elements of the task the students did well
- b) Suggestions for improvement
- c) An indicative grade on the continuum from Not Assessment through to Excellent

The SAC grade may be verbally reported to students as a numerical grade with a clear disclaimer that it is a raw score that may change during VCAA statistical moderation.

The following definition of 'statistical moderation' can be provided to students:

"The process used to ensure that schools' assessments are comparable throughout the state. It involves adjusting each schools' coursework scores for that study to match the level and spread of the combined examination and GAT scores for the students in that school doing that study."

3. MAINTENANCE AND ANALYSIS OF RESULTS

Student assessment results and data are maintained and stored by each subject teacher through the school's Learning Management System; Compass. All scores are to be entered on Compass for the Assistant Principal to collate data of results for all classes and for individual students. This data should be used to address improvement in learning outcomes at Sherbrooke Community School. Subject teachers are also required to submit scores and grades to the VASS administrator in order to enter data onto the VASS system.

All teachers in all studies are provided with results of student achievement via the VASS VCE Data Service in February of each year. Professional learning in using data to improve student achievement is provided annually for all staff in order to improve learning outcomes.

The Later Years team will engage in annual monitoring of student data from a range of sources. This includes achievement data, engagement and well-being data including attendance, participation and completion rates and exit destination data

4. AUTHENTICATION

For Coursework assessment, Authentication Records are not required since Coursework tasks are done mainly in class and within a limited timeframe. Authentication sheets **must** be maintained for those studies in which a SAT (School Assessed Task) is completed by the students. These sheets will be maintained by the subject teacher. It is the subject teachers' responsibility to pass the authentication sheets to the Senior School Leader. The VCAA may audit authentication processes. The audit will include examination of the Coursework tasks that are set for the students, teacher's records of students' assessments and examples of student work. The audit will also examine school assessments for irregularities including instances of undue assistance and cases where the Authorities requirements have not been followed.

- A student's work cannot be authenticated where the requirements of the attendance policy have not been met.
- Where a teacher is in doubt as to the authenticity of the work, the teacher should consult with the Assistant Principal or Senior School Leader to initiate procedures for resolution of the problem.

5. SATISFACTORY COMPLETION

See also: Extension Procedures, Appeals Procedures

For satisfactory completion of a unit students must satisfactorily complete each of the outcomes for that unit as specified in the Study Design. Satisfactory completion of an outcome means:

- The work meets the required standard
- The work is submitted on time
- The work is clearly the student's own
- There has been no substantive breach of rules and student has satisfied the 90% attendance requirement.

6. EXTENSION PROCEDURES

Extensions of time may only be given for completion or re-submission of work for learning outcomes in extreme circumstances. Students who have been given an extension for an assessment task may be required to undertake an alternate task.

The process for students to obtain an extension is

- Student completes an Application for Extension in writing before the due date of the assessment
- Consultation will then take place between the student, classroom teacher and Assistant Principal or Senior School Leader
- Classroom teacher, Assistant Principal and Senior School Leader will then make the final decision and notify student and family

7. REDEMPTION PROCEDURES

Students may only redeem a " pending N result' and convert it to an "S result' for learning outcomes and work requirements. It is *not* possible to change a mark for a SAC or SAT

- Redemption may include re-submission of a task or completion of an alternative task
- Arrangements for redemption are to be made between the students and the Senior School Leader based on advice from the classroom teacher

8. APPEALS

Students have the right to appeal decisions about:

- Pending 'N' results
- Special provision
- Authentication
- Extension
- Redemptions
- Other breaches of rules

Process for conducting Investigations into breaches of School based assessment

Sherbrooke Community School is responsible for ensuring students abide by the VCAA rules for School- based Assessment in VCE and VCAL and the Australian Quality Training Framework (AQTF) for VET studies. Sherbrooke Community School will investigate any breaches of these rules, applying appropriate penalties and consequences if necessary.

At the beginning of the school year, all Later Years students at Sherbrooke Community School sign a declaration that they abide by the rules and instructions relating to the VCE, VET and VCAL Assessment program. This includes all School-based Assessment.

Investigation of breaches of Assessment Rules

Where a teacher believes a breach of VCAA assessment rules has occurred in School based Assessment or there is an alleged breach of authentication rules, the Principal or delegate should appoint a panel to investigate the allegations. This panel will consist of the Assistant Principal, Senior School Leader and one other appointed person. A member of this panel will be appointed to undertake a preliminary investigation into the allegations. An interview may take place with parties such as the study teacher, assessment supervisors (if appropriate), student with whom the allegation has been made and other students. If this investigation suggests there is substance to the allegations, the matter will be referred to a hearing of the full appointed panel. All records of investigation should be kept and may be used at any later hearing. The student's parents or guardians may be advised of the nature of the allegations at this point of the investigation. The school may contact the Senior Investigator, Legal Services, VCAA, to discuss any aspect of the allegation or investigation.

Student appeals to School Based Assessment Procedure

Where a student believes the procedures for school based assessment were not carried out as per Later Years procedures, a student may lodge an application to the Senior School Leader appealing a decision. The student, or parent or guardian of a student, must lodge a written appeal to the Senior School Leader within 7 days of the alleged breach or the completion of the School based assessment. The Principal or delegate will immediately form a panel to investigate the alleged breach. This panel will consist of the Assistant Principal, Senior School Leader and one other appointed the person. A member of this panel will investigate the allegation, conducting interviews with class teachers, assessment supervisors (if appropriate), the student who lodged the appeal or other students. If this investigation suggests there is substance to the allegation, the matter will be referred to a hearing of the full appointed panel. All records of investigation should be kept and may be used at any later hearing. The student's parents or guardians may be advised of the nature of the appeals at this point of the investigation. The school may contact the Senior Investigator: Legal Services at VCAA to discuss any aspect of the allegation or investigation.

Hearings

The panel undertaking the hearing must understand the purpose of the hearing and have sufficient knowledge of the study to allow full participation in the discussion and decisions.

The Senior School Leader will give the student 24 hours written notice of the hearing. This notice will state; the allegation or breach, the purpose of the hearing, the date, time and place of the hearing, the composition of the panel, advice that a parent/guardian or relevant person may accompany the student to the hearing in a support role (not an advocate) and the name of a person the student may clarify procedures with.

During the hearing, the panel must present any evidence collected earlier to support the case, give the student an opportunity to be heard and pose questions in such a way that allows the student to feel comfortable as possible given the circumstances.

The outcome of the hearing will be reported to the Principal within 24 hours of the panel's findings. This outcome will include the recommendations of the panel. The Principal has the power to determine what action should be taken.

All evidence from the hearing and investigation must be maintained by the school.

Penalties and Appeals

The Principal may decide to do one of the following:

- Reprimand the student
- Give the student the opportunity to resubmit work for satisfactory completion
- Refuse to accept the work that infringes the rule and make a decision on the award of an S or N on the remainder of any work.
- Refuse to accept any work if the infringement is judged by the principal to merit such a decision. For student breaches, this will result in awarding an N for the Outcome and a NA for scored assessment. This will result in N for the study for the unit. For school breaches, the decision of future action will take into consideration maintaining the integrity of the assessment for all students in the study and supporting the student's right for fairness and equality of assessment

Notification of the Principal's decision and consequences must be provided to students within 14 days of the decision being made.

An appeal against a school decision must be made in writing to the Chief Executive Officer of the VCAA not later than 14 days after the student receives written notice of the decision of the school.

9. SPECIAL PROVISION

Special Provision enables students whose learning and assessment programs are affected by

- illness
- impairment or
- personal circumstances

A student who believes he or she may be eligible for Special Provision should apply for Special Provision through the Senior School Leader. This must be done as soon as possible. Documentary evidence will be required to support the application.

There are four forms of Special Provision for the VCE:

- Curriculum delivery and student programs – for example, where a student may be given assistance by an aide, or allowed to use technological assistance

- School-based assessment – where the school may vary the assessment arrangements for an individual, such as rescheduling a task; allowing extra time for a task to be completed; sitting an alternative task
- Special Examination Arrangements – for example, where a student may be given extra time to complete an exam, or permission to use technology
- Derived Examination Scores – where a student’s exam score is unlikely to be a fair or accurate indication of their learning or achievement in the subject, the VCAA may calculate a score based on other assessment the student has done

It is the student’s responsibility to apply for Special Provision and to supply the supporting documentation. Any student who believes they may be eligible should speak to the Senior School Leader. The student’s Statement of Results does not indicate that Special Provision has been made.

10. RELEASE OF RESULTS

After work is submitted and marked, teachers should provide feedback to students. Appropriate feedback includes:

- Advice on particular problem areas
- Advice on where and how improvements can be made for further learning
- Reporting S or Pending ‘N’ decisions and/or written comments on students’ performance against each outcome
- Reporting/Release of student results is an important aspect of the feedback to students. In providing this feedback teachers may give students their grade on individual course work tasks; timing of this process will be in line with the individual study program and as determined by the subject teacher

When providing grades, teachers **must** advise students that their total course work scores MAY CHANGE following statistical moderation. Teachers may disclose to students, their grades for SATS. Again, these MAY CHANGE as a result of statistical moderation.

11. RELEASE/STORAGE OF STUDENT WORK

It is expected that students will retain ALL work completed during a year, till the end of the year in which the work was undertaken. Such work may be requested by the VCAA as part of the process of course sampling.

Any student work assessed as N, or about which any concerns are held, should be retained by the teacher in original or photocopied form. Teachers should retain a representative sample of student work for each outcome to assist in the review of school courses.

12. EXAMINATIONS

12.1 Year 12

All studies will hold an end of year examination as prescribed by the VCAA. Internal exams may also be held during the term 3 holidays or at the start of term 4, as practice for the external end of year exams.

Examination Timetables will be published at the earliest available opportunity.

Students who have applied for Special Provision will have arrangements organised as appropriate. All examinations MUST take place on the day scheduled in the timetable. It is not possible to reschedule an examination to another day. Students are therefore expected to attend examinations even if there are difficulties in them doing this (e.g. due to illness, family problems). Under these circumstances, students may be eligible for Special Provision and special arrangements such as an extension of time, or a separate examination room may be made available (with the approval of the VCAA). Applications for Special Provisions are to be made to the Senior School Leader. Details of conditions, rules, approved materials etc. will be provided by the VCAA via a student information booklet prior to the June examination period.

12.2 Year 10 and 11

Students will be expected to sit an exam in all Study Units at the end of each semester for Year 10 and end of year for Year 11. All exams at Year 10 and 11 are to be of 90 minutes duration plus ten minutes of reading time. The English exam at Year 10 and 11 is 120 minutes in length, plus reading time. Exams are not to be counted as SAC or SAT Tasks. A Year 10 and 11 examination period will be set aside for these exams, and an examination timetable published and distributed to Year 10 and 11 students. The class teacher will carry out assessment of each exam.

13. GENERAL ACHIEVEMENT TEST – THE GAT

All students enrolled in one or more sequences of Units 3 and 4 must sit the General Achievement Test (GAT) in June. Exemptions from the GAT may be given only in exceptional circumstances. A sentence on the student's Statement of Results will indicate whether the student has obtained results in the General Achievement Test. A statement of GAT results is mailed to each student with all the other VCE results, but it does not count for tertiary selection.

As the GAT is used as a comparison for SAC's and SAT'S, students should be aware of its significance in these studies.

14. ATAR SCORE

All students will have a study score calculated for them in VCE and scored VET studies, regardless of the assessment process used. Exemptions apply for students who have

organised a non-Scored VCE through the Senior School Leader. The ATAR will be calculated from the individual study scores. ATAR scores are ONLY USED by the Victorian Tertiary Admissions Centre (VTAC) and other national tertiary entrance organisations in determining eligibility for entry into tertiary courses. They are not an indication of a pass or fail at VCE (see Satisfactory Completion).

15. PATHWAYS, COURSE SELECTIONS AND COURSE CHANGES

15.1 The Pathways Approach

The 'Pathways Approach' is a key philosophy of the Later Years at Sherbrooke Community School. While it is not expected that an entire career plan is mapped out by this stage of a young adults' life, the ability to plan and work towards achieving a goal is vital for young adults to achieve success. Educational research constantly points out that students achieve better when they have a goal or goals in front of them. The 'Pathways approach' at Sherbrooke Community School is to engage students in their passions, interests and talents and make plans about their learning around them. Formally, the school requires students to complete a number of processes throughout the year to ensure goal setting and learning based around a student's 'pathway plan'. This includes a Managed Individual Pathways interview for all students in term 1 of each year, the completion of the Career Action Plan every year of the Later Years, Course Counselling and subject selection process, course Confirmation interviews with students and parents and information nights about Pathways and post schooling options.

15.2 Career Action Plans

All students in the Later Years are required to maintain their Career Action Plan (CAP). Students will complete two plans in the Later Years- the Year 10 CAP and the VCE/VCAL CAP (Years 11 and 12). The Career Action Plan can be found in the Insight section on Compass and is accessible to all parents through Compass Insights- the Parent Portal via the 'Insight' tab.

15.3 Course Changes

At times, students may indicate a desire to change subjects or courses. Any changes to subjects and courses requires Senior School Leader or the Career Coordinator to conduct a pathways interview with the student, and at times, parents and/or guardians. All changes to courses and subjects can only be made when a Change of Course form has been completed. A Compass comment *MUST* be created under the Insight section for all subject changes. Students may be required to update their Career Action Plan on Compass when requesting a subject change.

16. NON-SCORED VCE

In special circumstance, students may be enrolled in a non-scored VCE. Any student seeking a non-scored VCE must apply to the Senior School Leader. A Non-Scored Form must be filled out and the information recorded under the insight tab on Compass.

17.REQUIREMENTS FOR STUDENTS DRIVING CARS TO SCHOOL

Any student of legal driving age who intends to drive to school, either on a regular basis or occasionally, must comply with the school policy and is required to complete the Parent Permission and Student Agreement Form.

School Requirements

1. Students are required to adhere to all road rules and drive in a safe and responsible manner.
2. Students are only to use their car for travelling to and from school. Students are not permitted under any circumstances to drive from the school grounds during the day.
3. Car make and registration details must be recorded with the school.
4. Students may only park in the designated parking area.
5. Students are not permitted to carry other students as passengers to and from school, siblings being the exception.

Students who fail to meet these obligations will be required to hand their car keys to the Assistant Principal and car parking privileges will be revoked. Any unsafe driving behaviour or breaches of road rules will be reported to the police.

18. VCAL AND VET

Assessment Principles in VCAL and VET

- Assessment tasks should be grounded in a relevant context and not be culturally biased
- Students should have the opportunity to demonstrate achievement at their own pace
- Assessment tasks/activities should be open-ended and flexible to meet the specific needs of students
- Where possible, assessment should focus on an integrated curriculum where one or more strands be grouped into logical, assessable activities that are project based.
- Recognized Prior Learning (RPL) is applicable to students who can demonstrate prior learning and experience relevant to the VCAL strands and unit competencies in VET. Where RPL is granted, evidence must be completed and kept by the teacher and lodged with the VCAL Coordinator or VET assessor
- Students must be given more than one opportunity to demonstrate achievement of a learning outcome or competency
- Records of student results from Learning Outcomes in VCAL and VET are to be maintained by the teacher, recorded by the students in their portfolio and submitted to

the VASS Administrator for recording on the VASS system. Results will also be entered on Compass to provide feedback to students.

VCAL Selection Policy

Sherbrooke Community School offers VCAL (Victorian Certificate of Applied Learning) as an alternative educational pathway for students in the Later Years. VCAL is a hands-on option for students seeking practical, work-related experience. VCAL involves work-related literacy and numeracy, as well as personal skills that are important for life and work. VCAL students attend 2-3 days of on-site schooling at Sherbrooke Community School, one day of TAFE (or equivalent) and up to two days of work placement (Structured Workplace Learning or School Based Apprenticeship or Traineeship). This VCAL policy has been developed to ensure that all students who select this pathway are fully aware of the educational and workplace selection pre-requisites, as well as administrative and financial requirements for ongoing involvement in the program.

Pathways Planning and the VCAL

- The VCAL does not provide students with an ATAR score
- The VCAL is appropriate for students whose career path after school includes entry to TAFE, Apprenticeships or Employment
- VCAL tasks are recorded as S or N when students meet each Unit's outcomes. There is no graded assessment in the VCAL (pending 'N' is also awarded in VCAL)
- VCAL students spend 3 days at school, in class; 1 days per week with an employer working in a structured workplace and 1 day per week in a TAFE course
- VCAL (SBAT) students spend 2 days at school, in class; 2 days per week with an employer working towards their School Based Apprenticeship or Traineeship [SBAT] and 1 day per week in a TAFE course.

VCAL CHECKLIST

Students who think that VCAL is the best course for their future pathway should address the following checklist. If their answer to all of these questions is 'yes', they should discuss the VCAL in more detail with their parents and Career Coordinator and/or VCAL Coordinator.

Checklist questions:

- Do I work better when I am involved in practical tasks rather than academic work?
- Does my career path involve TAFE, an apprenticeship or employment, but not University?

- Am I prepared to travel to TAFE to study the course that meets my needs?
- Do I agree to pay my TAFE fees prior to course commencement?
- Do I understand that it is my responsibility to find employment in certain industries?
- Am I prepared to travel outside of the Outer Eastern area to attend my TAFE and job placement?

VCAL Learning Outcomes Continuums

The VCAL Learning Outcomes Continuums provide teachers and students with a structured curriculum to enable learning to be targeted to each student’s individual level. The continuums are actively used to inform all aspects of feedback, assessment and reporting to parents. These Learning Outcome Continuums will take the form of course and semester outlines and will be provided to students at the start of each semester. They will help students, staff and parents/carers to plan their Individual Education Plans.

Portfolio of Evidence

Students in VCAL will keep a portfolio of evidence to demonstrate successful completion of their VCAL learning outcomes. A portfolio is to be maintained for each subject undertaken as part of the VCAL course. This portfolio of evidence is used in conjunction with the student’s IEP to plan for successful completion of their appropriate VCAL level. Students in VET studies will maintain their work and Assessment folder as per the specified training and assessment package as set by the studies Registered Training Organisation (RTO).

Date Implemented	February 2019
Author	Samone Boucher
References	Victorian Curriculum and Assessment Authority – VCE and VCAL Administrative Handbook Policy at Sherbrooke Community School



19: GRADUATION

Only students graduating year 12 will be offered an automatic place at graduation. Students who have failed to complete the current year 12 will not be invited. Friends and family can be invited by a graduating year 12 but these places may be limited in number due to spaces at the venue and will be at the discretion of the school.

20: DECLARATION

Please detach this page, sign, and return to the school office with your enrolment paperwork. VCE enrolment will be conditional on agreement to the policies contained within the handbook.

I have read and understood the policies as outlined in this handbook, and agree to adhere to them:

Student

Name: _____

Student

Signature: _____

Parent

Signature: _____

Date: _____

EVALUATION

This policy was last ratified by School Council in February 2019 and should be reviewed by February 2020

Implementation will be reviewed annually by the Leadership Team.

Signed:

.....School Council President Date

.....Principal Date