VCE HANDBOOK

Catholic Regional College Caroline Springs
10 College Street Caroline Springs VIC 3023
Phone: 03 9217 8000 | Fax: 03 9363 8309
www.crccs.catholic.edu.au

live fully ∗ act justly

CATHOLIC REGIONAL COLLEGE
CAROLINE SPRINGS

This handbook has been created in accordance with guidelines set by the Victorian Curriculum and Assessment Authority. The complete set of VCE and VCAL rules and regulations can be found in the VCAA Administrative Handbook as per the following link:
www.vcaa.vic.edu.au/documents/handbook/2018/adhb18_FA2.pdf

Catholic Regional College, Caroline Springs reserves the right to make changes to this document when they are found to be necessary. In such instances, the College undertakes to keep students and parents informed about the changes that have been made.

Please note:
The College does not endorse or encourage taking students out of school for holidays as our experience suggests that there is always an impact on student learning when a student misses classes as most learning is sequential. We do, of course, respect your right to make decisions regarding your child's attendance.

COURSE OUTLINE : VCE

CONTENTS

VISION

At Catholic Regional College Caroline Springs, we aim to provide a curriculum which:

- o is rigorous, creative, meaningful and purposeful
- o cultivates a learning and teaching culture of innovation, responsibility awareness and independence
- o is developed with respect for the learner at its centre and
- o aims to provide our students the opportnity to critically engage in a dialogue with the Catholic tradition and the world around them.

MISSION

Catholic Regional College Caroline Springs commits us to learning in all forms, styles and situations: formal and informal, mutual and collegial. Underpinning all that we do is the education and wellbeing of our students.

We have an obligation to provide educational experiences that ensure that:

- o students have engaging and meaningful learning experiences
- o students achieve to the highest of their learning potential.

VALUES

In striving to live fully and act justly, we commit ourselves to being a community which builds on four pillars:

LEARNING in all forms, styles and situations, formal and informal, mutual and collegial

STEWARDSHIP of all in and of God's creation: self, others and the world

COMPASSION which, guided by respect, moves us to action

PRAYER as a way of living and knowing.

Catholic Regional College Caroline Springs arims to provide all students with a pathway into their future. We aim to deliver the opportunity for students to meet their potential and dwelve into developing their future career pathway for future lifelong learning.

This handbook is designed to give VCE students an outline of the policies involved in this chosen pathway.

INTRODUCTION

The Victorian Certificate of Education (VCE) is a certificate conducted under the auspices of the Victorian Curriculum and Assessment Authority, a Victorian Government instrumentality. The VCAA has directed Colleges to formulate their own policies and procedures relating to:

- the work that students are required to complete;
- how students submit their work;
- procedures for obtaining an extension of time to complete a task;
- class attendance requirements;
- timelines and deadlines for submitting tasks;
- internal school appeal procedures.

In accordance with this direction Catholic Regional College Caroline Springs provides the enclosed information for use by all staff.

Completion of VCE may lead to a variety of future options including employment and/or further study at TAFE or University.

At Catholic Regional College Caroline Springs our guiding principle is to ensure each student achieves their best through engagement in a learning pathway that allows them to develop their own unique gifts and talents. We strongly encourage students to select learning programs for which they have demonstrated a propensity and clear capability.

VCE reflects the College's commitment to academic rigour and we strive to achieve results for each student that exemplifies excellence for that student. To that end we will guide students into courses that are appropriate for them and will be proactive in ensuring their capacity to undertake selected studies or combinations of subjects prior to the commencement of their final years.

Students and parents need to be aware that the move into senior secondary education has additional responsibilities for students and increased expectations. For example, skills such as time management and organisation will be dependent more on the student's own self-discipline and self-motivation than in previous years.

Catholic Regional College Caroline Springs provides course selection to all students. However, it is important that, before committing to a particular course, students and parents avail themselves of other information beyond this guide. These additional sources may include past and present students, current teachers, other parents, employer groups, tertiary institutions and career centres.

2019/20 SUBJECT LISTING BY LEARNING AREA

MATHEMATICS VCE Mathematical Methods (Units 1-2)	**HEALTH & PHYSICAL EDUCATION** VCE Health and Human Development (Units 1-2) VCE Physical Education (Units 1-2)
SCIENCE VCE Biology (Units 1-2) VCE Psychology (Units 1-2)	**VCAL** VCAL Literacy VCAL Numeracy VCAL Personal Development Skills / Religious Education VCAL Work Related Skills / Selected VET study VCAL Industry Specific Skills—Selected VET study

Positions of Leadership	
Principal	Jamie Madigan
Deputy Principal Learning & Teaching	Lucy Swan
Deputy Principal Student Wellbeing	Ric Brodrick
Head of Faith & Mission	Paul Sammut
Head of Student Wellbeing	Kiera McNally
Learning & Teaching Leaders	
Curriculum Innovation	Brendan Jackson
Performance Development & Operations	Andrew McAlindon
Digital Learning	Elise Nowak
Learning Support	Anne Crockford
Student Pathways	Adam Ray
Learning Area Leaders:	
▪ English	Morgan O'Neill
▪ Health & PE	Helen Beynon
▪ Humanities	Anneliese Consiglio
▪ Languages	Linda Bracco
▪ Mathematics	Clara Cremona-Millo
▪ Religious Education	Trudy Binks
▪ Science	Kelly Nguyen
▪ Technology & Visual Arts	Matilda Mattar
▪ Performing Arts	Katie Franzone
▪ Religious Education	Trudy Binks
▪ VCAL Coordinator	Xavier Hayes
▪ VET Leader	Adam Ray
Year Level Leaders	
▪ Year 7	Tiffany Azzopardi & Danny Godoy
▪ Year 8	Bridget Crowe & Karen Bailey
▪ Year 9	Laura Bonnini & Broderick Ashmole
▪ Year 10	Dawn Rogers & Xavier Hayes

GLOSSARY OF TERMS

Assessment Tasks - Tasks used to measure each student's level of achievement. Assessment tasks designated for Coursework must be part of the regular teaching and learning program and are completed mainly in class time.

Derived Exam Score - VCAA may approve the use of a calculated or anticipated exam score if a student is adversely affected during an examination period.

Outcomes - Achievement requirements for a Unit of Study. Students are required to demonstrate achievement of all outcomes in the unit.

Quality Assurance - The process to assure the quality of delivery and consistency in interpretation of learning outcomes and relevant levels.

Satisfactory Completion - Satisfactory completion of all Units will be based on completion of all the outcomes prescribed for the Unit.

Semester - Equivalent to half a school year, or approximately two terms.

Sequence of Units - Most studies are designed as a sequence of four units to be taken in each semester over two years. VCE Units 3 & 4 must be taken as a sequence.

Special Provision - Where illness or other factors affect performance, students may seek special provision.

Structured Workplace Learning - On the job training during which a student is expected to master a set of skills or competencies, related to an accredited course. These courses are generally Vocational Education and Training programs.

Study - A sequence of half-year Units in a particular curriculum area, for example: English, Mathematics, Japanese, and VCAL Work Related Skills (Intermediate).

Study Design - The study design describes the units available within the Study and prescribes the objectives, areas of study, work requirements, and assessment tasks.

Unit - A semester-length component of a Study.

Units 1 & 2 - Units within a VCE study designed to approximate the Year 11 level of difficulty.

VCAA - Victorian Curriculum and Assessment Authority - responsible for curriculum, assessment, certification and administration of the VCE at Years 10, 11 and 12 levels in Victoria.

VCE - Victorian Certificate of Education.

VET - Vocational Education and Training.

VQA – Victorian Qualifications Authority – Responsible for the accreditation, registration and certification of all qualifications in Victoria.

SATISFACTORY COMPLETION OF VCE POLICY

Rationale

All students enrolled in VCE have the right to complete their chosen course to the best of their ability with support from both staff and their peers. All assessments (SACs, project work etc) should be conducted under the same conditions and all students should have equal chance to succeed in every task provided.

Teacher Responsbilities

Teachers are required to:

- ensure students in their class are familiar with the VCE Policies
- provide a course outline with a timeline of the study.
- provide a list of assessment dates at the beginning of each unit.
- provide specific information about the assessment task at least 7 days prior to the task. Information would include the date and time of the task, length, nature of task, procedures and the marking criteria.

Satisfactory Completion of an Assessment Task

To achieve a satisfactory result in an assessment task, a student must:

- show they have a satisfactory understanding of all outcomes associated with the task.
- achieve at least 50% in the task.
- submit/complete the work on the set date.
- show that the work is clearly their own.
- show there has been no breach of the VCAA rules.

Not Satisfactory Completion of a Assessment Task

A student will be assigned a Assessment Re-sit notification on SEQTA if they are awarded an ***Not Satisfactory*** on a School Assessed Coursework task or they are absent on the scheduled date for the assessment task. They will have an opportunity to redeem the satisfactory result during the Assessment Re-sit period.

It will be awarded an 'S' or 'N' only and the original score will be submitted to the VCAA.

ATTENDANCE POLICY

Rationale

Catholic Regional College Caroline Springs recognises the importance of full time school attendance. Practices and supports are in place to monitor student attendance and respond to areas of concern through the use of SEQTA.

All VCE units require 50 hours of scheduled class time over the duration of a semester.

Where a student has completed work but there has been a substantial breach of the attendance policy and the College decides to assign a Not Satisfactory (N) to the unit, the College must assign the N (result) for one or more outcomes and thus the unit.

A school guideline and procedure to cover absence from assessment tasks is published and is available for staff, students and parents at the beginning of each school year. 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, on application from the student, grant Special Provision for school based assessments.

College Expectations of Attendance

- Students are required to attend at least (6 periods) 250 minutes of their scheduled VCE class.
- This 250 minutes attendance equates to a student missing two complete days of their VCE class across one Semester.
- Staff will be required to keep a record of student absences throughout the year using SEQTA.
- Students must present their medical certificates to the Homeroom Teacher of any absence for their VCE class which will be passed on to the Learning and Teaching Leader - Student Pathways.
- Once a student has two unexplained absences, the subject teacher will contact home.

If the student has reached three unexplained absences, an 'Attendance Review Committee' will be convened. This committee will consist of the subject teacher, Year Level Leader/s, Learning and Teaching Leader - Student Pathways, student and parent. The purpose of this meeting is to determine if the student will receive an 'N' for the subject. A record will be kept of this meeting using SEQTA.

SCHOOL ASSESSED COURSEWORK (ASSESSMENT TASK)

Common Conditions for the Conduct of an Assessment Task

All conditions must be strictly common across all classes for any given study. All assessment task completion weeks will be provided to students at the beginning of the year. Individual teachers will then set the specific dates for the assessment task in the designated week for their subject. All assessment tasks must be completed in the scheduled assessment task dates.

Students complete all their assessment tasks as instructed by their teacher. The assessment tasks must be common across all classes within the same subject. The student's coursework stays with the teacher until the completion of the assessment task by all students and it is marked. No assessment task can be returned to students until all students have completed it.

The use of computers is permissible in the assessment task where appropriate. The learning areas concerned should develop guidelines and procedures for such use to ensure equity and justice.

Assessment Task Test Conditions

All assessment tasks completed under test conditions must be held according to examination conditions and be applied consistently across subjects within the learning area. Learning area guidelines for assessment task conditions are to be provided by teachers to all students.

Extended Assessment Task period

Students may bring class notes, revision material, resource material, summaries, annotated documents etc. to the first lesson of any given assessment task where such material is appropriate. For the extended assessment task this material would then stay with the teacher until the completion of the assessment task. No additional material may be taken to the class in subsequent time allocated to that particular assessment task. Learning areas may choose to provide more stringent guidelines as to what can be brought to the class for individual pieces of coursework. Students can take class texts, novels, and calculators to and from the College during the extended assessment task.

Feedback on Level of Achievement if Satisfactory

Each assessment task is part of the teaching and learning process and as such feedback is integral for continual student development. SAC feedback should be seen as part of the ongoing assessment process. This approach includes students as much as possible in the teaching and learning process and helps to maintain perspective on the relative weighting of each assessment task.

For Units 1 and 2 students are provided with their work, the mark awarded and the criteria sheets and/or marking schemes.
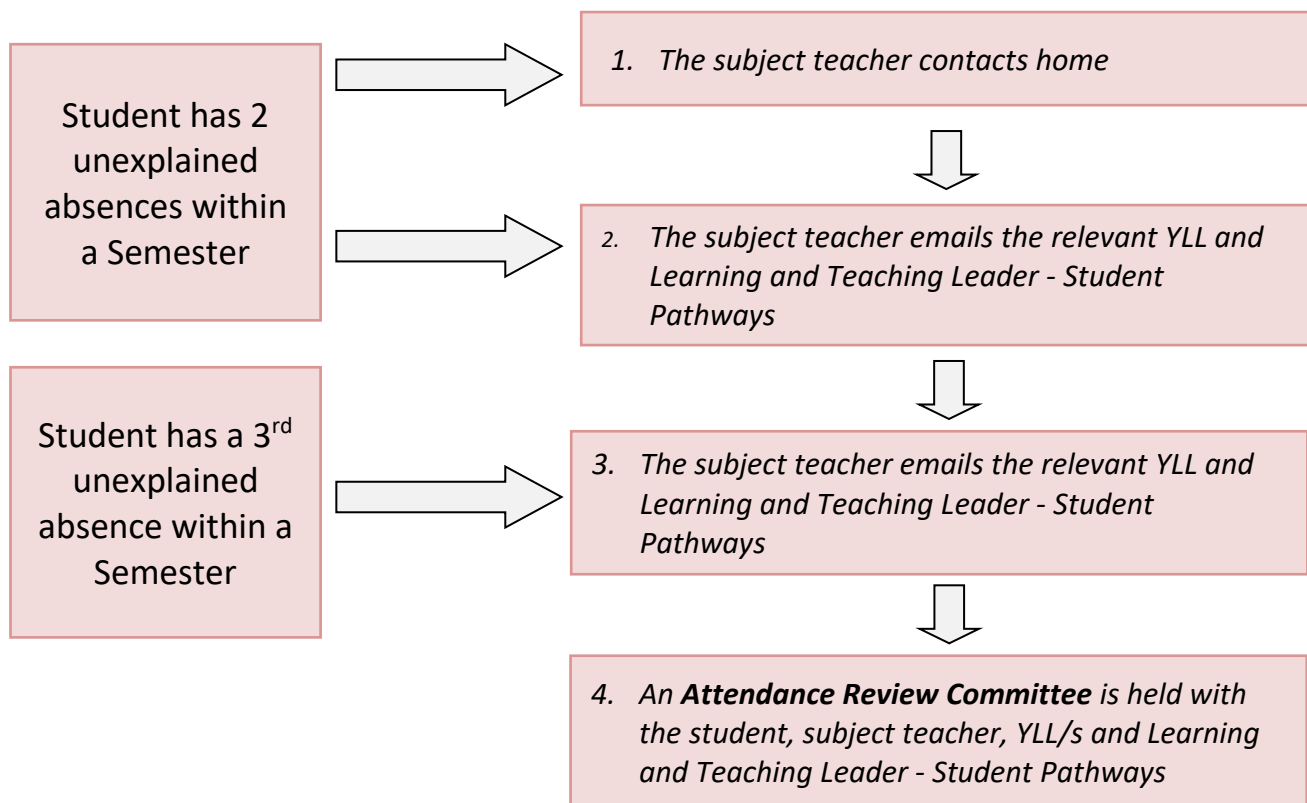
Our learning areas and teachers are encouraged to provide other feedback as appropriate, such as:
- advice on particular skills
- advice on where and how improvements can be made for future learning
- written comments on students' performance against learning outcomes
- comments may be written on the work.
- Comments electronically on assessment task via SEQTA

Each study should take a common approach within the above guidelines to the giving of feedback. Unit 1 & 2 College reports contain S/N decisions, assessment task grades and examination grades.

ATTENDANCE FLOWCHART

> **VCE students are permitted 2 unexplained absences per subject per Semester before their attendance drops below 250 minutes.**

Student has 2 unexplained absences within a Semester

→ 1. The subject teacher contacts home

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2. The subject teacher emails the relevant YLL and Learning and Teaching Leader - Student Pathways

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Student has a 3rd unexplained absence within a Semester

→ 3. The subject teacher emails the relevant YLL and Learning and Teaching Leader - Student Pathways

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4. An **Attendance Review Committee** is held with the student, subject teacher, YLL/s and Learning and Teaching Leader - Student Pathways

ATTENDANCE REVIEW COMMITTEE

- *The student will receive a letter indicating that an Attendance Review Committee has been convened – parent signature will be required.*

- *The Learning and Teaching Leader - Student Pathways will determine if the student will receive an 'N' for the subject in consultation with the subject teacher.*

- *The outcome of this meeting will be documented and kept as a record if required by VCAA on SEQTA.*

HOMEWORK POLICY & GUIDELINES

Rationale

It is a requirement for all Victorian Schools to develop a homework policy in consultation with their school community (including the principal, teachers, parents/carers and students) and that the policy is communicated to all parents.

The current evidence and research show that the quality of homework assigned is likely to be more important than the quantity. Research has established that homework has a positive effect on learning, particularly at the middle and secondary levels (Xu, 2010; Zimmerman & Kitsantas, 2005 cited in Victorian State Government, Homework Guidelines).

Policy Statement

At Catholic Regional College Caroline Springs, we believe homework should be a meaningful and worthwhile experience for students and is most effective in supporting learning when it has a clear purpose.

Homework provides students with opportunities to consolidate their classroom learning, pattern behavior for lifelong learning beyond the classroom and involve family members in their learning. The setting of homework considers the need for students to have a balanced lifestyle. This includes sufficient time for family, recreation and community and cultural pursuits.

Roles and responsibilities

Catholic Regional College Caroline Springs supports our students by:
- ensuring the school's homework policy is relevant to the needs of students
- advising parents/carers of homework expectations at the beginning of the school year and providing them with a copy of the homework policy
- ensure that students use homework dairies or SEQTA to provide a regular communication between parents and the school. Diaries may be electronic.

Teachers support students by:
- setting varied, challenging and meaningful tasks related to class work to suit the students' learning needs
- giving students enough time to complete homework, considering home obligations and extracurricular activities
- assessing homework and providing timely and practical feedback and support
- helping students develop organisational and time-management skills
- ensuring parents/carers are aware of the school's homework policy.

Parents/carers support students by:
- developing a positive approach to homework
- ensuring there is a balance between the time spent on homework and recreational activities
- talking to teachers about any concerns they have about the homework
- attending the school events, productions or displays their child is involved in
- discussing homework with their child in their first language, if English is not the main
- language spoken at home, and linking it to previous experiences
- linking homework and other learning activities to the families' culture, history and language,
- linking with relevant services, clubs, associations and community groups.

Students take responsibility for their own learning by:
- being aware of the school's homework policy
- discussing with their parents or caregivers homework expectations
- accepting responsibility for the completion of homework tasks within set time frames
- following up on comments made by teachers
- seeking assistance when difficulties arise
- organising their time to manage home obligations, participation in physical activity and sports, recreational and cultural activities and part-time employment.

RECOMMENDED HOMEWORK TIME:

Homework for Year 10

In Year 10, homework may be set on a regular basis across the curriculum. Homework might include practice that complements work learnt in class, assignments, as well as preparing for assessment tasks and studying for exams.

The College will continue supporting students to develop their time management skills and encourage independent work. As a guide student may receive up to 10 hours balanced over the week. During holiday periods, students may be expected to work on assignments or complete preparatory or practice homework. Homework loads will vary during different times of the year.

VCE/ VET

Students undertaking VCE or VET courses are advised to refer to Catholic Regional College Sydenham Student Handbook.

Term Holidays

Term holidays create an important opportunity for students to be with family and friends and for extracurricular activities, although students may also be expected to complete work over the holidays such as reading novels, collecting materials for the next term, assignments or preparatory work.

Where a parent/carer is concerned that a student is overwhelmed with homework requirements, they are advised to contact the subject teacher setting the homework.

Homework Non-completion:

Where a student fails to complete set homework and/or assessment tasks, the parents/carers are informed of this via SEQTA generated emails. Where this is a common occurrence, subject teachers will contact parents/carers by phone to discuss the issue.

Homework catch-up is designed to assist student completion of homework and/or assessment tasks. It will take place in Room 15 every Tuesday and Thursday lunchtime from 1:00pm to 1:30pm (please see Homework Catch-Up Guidelines 2018).

Monitoring, evaluation and review

Mechanisms are in place to monitor the amount of homework across all subjects to ensure that students' workloads are manageable. SEQTA generated reports for assessment task due dates must be up to date.

Extension

Extension of time is interpreted as meaning the granting of extra time beyond that normally allocated to the assessment task. Unlike resubmission, the work completed in extension time IS marked. Extra time is only granted in cases of significant hardship. This is typically available to special needs students with disabilities or ongoing illness or where personal circumstances interfered with their ability to complete the assessment task in the normally allocated time.

Students apply to the Learning and Teaching Leader, Student Pathways who liaises with relevant staff. The Learning and Teaching Leader, Student Pathways provides details of the extra time granted (if appropriate) to the relevant subject teachers. This may occur prior to the commencement of the assessment task.

Role of the Learning and Teaching Leader, Student Pathways

The Learning and Teaching Leader, Student Pathways will examine the College assessment task calendar in order to examine the overall implications of the proposed change. In doing this there will be consultation with Learning Area Convenors and subject teachers. The Director of Pathways Engagement will utilise the application form to communicate the decision to the subject teachers.

Approval Assessment Task Change of date

The Learning and Teaching Leader, Student Pathways will convene a meeting with the Deputy Principal, Learning and Teaching, the Learning Area Leader, and Subject Teacher in order to determine the decision.

Subject Teachers

Subject teachers will liaise with the students with regard to the learning program and assessment tasks and will communicate the changes to parents and students at least 7 days before the proposed new Assessment Task date.

Authentication of an Assessment Task

In order to attest that the work is genuinely the students, teachers must both monitor the development of the work during class time, and apply the procedural requirements for the conduct of the Assessment Task as outlined in this policy.

Suspected Breach of Authentication Rules

In the event of an authentication problem, the subject teacher informs The Learning and Teaching Leader, Student Pathways and notify the student's parents in writing of the interview, as per the VCAA VCE Administrative Handbook.

Students will be requested to attend an interview and may be required to complete a supplementary assessment task or test (written or oral) to demonstrate their understanding of the work.

Students will be notified in writing of the purpose and nature of the interview and at least 24 hours' notice of when and where the interview will take place. The student's parents will be notified.

The onus is on the student to provide evidence that the work submitted is their own work and they may be asked to:
- Provide drafts and other evidence of the development of the work
- Discuss content of the work with their teacher and demonstrate their knowledge and understanding of the work

- Provide samples of other work or complete another supplementary task (or test) under supervision
- Attend a formal interview

Following the interview, a letter will be sent by The Learning and Teaching Leader, Student Pathways to the student and the student's parents/guardians, informing them of the outcome. A record of the interview is to be kept on file. When the decision of the interview committee is an 'N', the student does not, in this instance, have the right to apply for special provision. However, the student does have the right to appeal to the VCAA.

If School Assessed Coursework is Unable to be Authenticated

The Principal has the power to:
- Reprimand the student
- Give the student the opportunity to resubmit the work
- Refuse to accept the part of the Assessment Task which infringes the rules and submit a score solely on the remainder of the work. This may lead to a 'UG' (ungraded) awarded.
- Refuse to accept any of the SAC/SAT and award an 'NA' (not assessed) for the Assessment Task and therefore an 'N' for the learning outcome.

Cheating will not be tolerated under any circumstances.

Lost / Damaged Work

If a student's work is lost or damaged by the student or teacher, evidence of production, i.e. notes and rough drafts must be produced. It is a requirement of students undertaking assessment tasks that they keep such evidence of production for the duration of the year. In the event that work is lost or damaged, a complete written statement describing circumstances of the incident must be provided to the Learning and Teaching Leader of Student Pathways as soon as is practicable after the loss or damage occurred.

Please Note: Work lost due to computer / memory device failures etc. are not grounds for an extension of work or to appeal an 'N' result due to non-submission

ASSESSMENT RE-SIT PROCEDURE

Rationale

Ensuring quality and consistency of assessment within each Learning Area is important in establishing academic rigor within the College. With the introduction of the Victorian Certificate of Education (VCE) to Catholic Regional College Caroline Springs, to meet VCAA Guidelines, a designated time allocated for the re-sitting of School Assessed Coursework (SAC) for students absent during these classes, was required. This time period has subsequently been made available to all students across the College.

Overview

A 100-minute assessment re-sit period takes place each Thursday from 3:20pm - 5:00pm in the *Siena Building (S6)*. This re-sit period is supervised to allow for students who have missed in-class assessment tasks to complete these, without the need to be absent for additional class time. Students attending the re-sit period are required to be present for the entire 100-minutes regardless of the length of time allocated to complete the assessment task by the teacher. Private study can be completed by the student within any remaining time.

All parents/carers have signed a year-long Care Monkey Permission Form for their child to be eligible to attend the after-school assessment task re-sit period. Examples of assessments tasks, which can be completed during the re-sit period include, but are not limited to:

- SAC
- Test
- Essay
- Practical Report Write Up
- Media Analysis

Assessments Tasks with a practical or oral component, are not able to be completed during the Assessment Task Re-sit period.

Process

1. A student is absent from class for a designated SAC or Assessment Task.
2. The teacher contacts the absent student and parent/carer to inform them of the need to attend Assessment Re-sit on the next Thursday at the College, using the Assessment Re-sit Notification on the Student Information Panel (SIP) on SEQTA, by no later than 3:30pm on Tuesday prior.
   - This notification should also be sent to the Year Level Leaders (YLL), Administration Coordinator and Learning & Teaching Leader: Curriculum Innovation.
3. The teacher completes the Assessment Re-sit Form (available via the SEQTA Homepage), and attaches the relevant SAC or Assessment Task documentation to the form.
4. The teacher hands the completed Assessment Re-sit Form to the Administration Coordinator, by no later than 3:30pm on Wednesday prior.
5. The Learning & Teaching Leader: Curriculum Innovation supervises the Assessment Re-sit, and places the completed Assessment Task in the teacher's pigeon hole at the conclusion of the Assessment Re-sit.

6. If the student is absent from the Assessment Re-sit, the Learning & Teaching Leader: Curriculum Innovation, will return the original Assessment Re-sit Form to the teacher's pigeon hole at the conclusion of the Assessment Re-sit.
   • The teacher should record a score of 0% for the Assessment Task on SEQTA in this instance.

ATTENDANCE AND LATENESS POLICY

Purpose

It is the intention of Catholic Regional College Caroline Springs Attendance to provide clear guidelines regarding school attendance to ensure all students meet the requirements of compulsory education in the state of Victoria. The Attendance Policy is a shared commitment between the College, parents/carers and the student to monitor and maintain regular school attendance.

Policy Statement

At Catholic Regional College Caroline Springs we believe continued and ongoing access to educational experiences provides the best possible pathway for students' future. We are committed to providing a safe, welcoming and nurturing environment and expect students to engage in the community of our College through continued attendance. Regular attendance at school is not only a legal responsibility, it is also a known positive factor in the holistic wellbeing of a child through engagement in academic and social opportunities and learning emotional regulation through the development of relationships. We aim to work in partnership with students and their families to ensure attendance needs are met and where attendance is not possible it is communicated with and recorded by the College. In the circumstance of extended absences it is the College's responsibility to engage with the student, parents/ carers and when necessary, external agencies, to ensure there is a return to school plan for the child and their family.

Attendance

All registered schools in Victoria must ensure their system for recording student attendance meets legal requirements. Parents/carers are required to provide an explanation for their child's absence from school and the school must record the reason (if any) given by the parent/carer. The school must advise parents/carers promptly of unexplained absences. Attendance rates can have an impact on students academically, socially and emotionally.

Legal Responsibilities

Due to the Colleges legal responsibilities we are required to record student attendance in every class and record, in writing, the reason given for each absence. This is necessary to:

- meet legislative requirements
- discharge schools' duty of care for all students
- assist calculation of the school's funding
- enable schools to report on student attendance annually
- meet DECD & VCAA requirements.

Monitoring attendance

With a current population of 881 students at Catholic Regional College Caroline Springs homeroom teachers and subject teachers who see their students regularly are the best persons to be able to identify any initial problems with attendance. In addition to the legal obligation to be accurate with attendance rolls, from a pastoral point of view there are important reasons to monitor student attendance.

Role of the homeroom teacher

It is the responsibility of the homeroom teacher to monitor attendance of students in their homeroom. If students have been absent for two consecutive days without notification, homeroom teachers should contact parent/carers by the third day. The purpose of this phone call is to

determine reasons for the absence, remind parents to contact the school when a child is absent and of the importance of attendance if a teacher has any concerns.

Notification of reason for absence are to be passed on to Reception. If attendance drops below 90% a letter should be emailed/posted home. A template can be accessed on SEQTA homepage. Homeroom teachers should continue to monitor attendance and also notify the Year Level Leader, YLL, when attendance rate is below 80% and 70%.

Role of the subject teacher

It is the responsibility of the subject teacher to record attendance in each class. If there are concerns about attendance, subject teachers should discuss attendance with the homeroom teacher or YLL. If a student is absent for an assessment, parents/carers should be notified and the student will be required to attend an assessment re-sit (refer to Assessment Re-sit Procedure).

Checking attendance rates

Attendance can be checked on SEQTA in the following ways:
- Attendance summary (to view overall attendance rate)
- Class attendance percentages (for individual subject attendance)
- Period history (best used to monitor specific days and periods)

Main Reasons for Absenteeism

Student *cannot attend* due to illness, or family reasons
- Student *will not attend* to avoid bullying, unsafe conditions, harassment or embarrassment
- Student *does not attend* because they do not see value in it, or for other reasons are enabled to stay home
- Family holiday during term. Parents should notify the YLL of any holiday taken during the school term. Teachers who receive this information should forward it to the Head of Student Wellbeing. A formal letter will be sent from the YLL or HSW through the Deputy Principals outlining the importance of attendance.

Reporting and Attendance letters

Attendance letters are to be sent when attendance drops below 90%, 80% and 70%.

Attendance < 90%

- Homeroom teacher notifies YLL that attendance < 90%
- HRT sends letter of concern to parent/carer using template on SEQTA
- Letter recorded in student notes
- Follow up with phone call to parent/carer, if no prior contact has been made

Attendance < 80%

- Homeroom teacher notifies YLL that attendance < 80%
- YLL sends letter to parent/carer through HSW and recorded on SEQTA
- YLL to follow up with parent/carer, if no prior contact has been made

Attendance < 70%

- Homeroom teacher to continue to monitor attendance and notify YLL that attendance <70%
- HSW to send letter and record on SEQTA
- HSW to arrange meeting with parent/carer, DPW, psychologist/counsellor and YLL

- School refusal guidelines to be followed
- YLL to monitor attendance following meeting

Not attending

- Return to school plan to be developed by school psychologist/counsellor or external provider
- DPW to notify CEM
- Plan to be evaluated as needed.

School Refusal

School refusal is a very common and challenging mental health problem for schools. Only a third to half of adolescents who school refuse will ultimately return to school. Those students who do not return to school suffer serious disadvantage related to employment, relationships and social functioning in adult life. Identification of low attendance is important to be able to support families to address the issues associated with school refusal. The following chart outlines the procedure for instances of school refusal.

ACADEMIC EXPECTATIONS

Rationale

The Catholic Regional College Caroline Springs Academic Expectations Policy has as its primary concern the student's overall wellbeing and progress in their studies. All students should have effective access to challenging, purposeful and comprehensive educational experiences.

Policy Statement

All promotion decisions are based on what is best for the student, taking into consideration academic achievements in the context of their cognitive and social development. Catholic Regional College Caroline Springs offers a wide range of elective subjects at Year 9 and 10, including VCAL and accelerated programs such as: VCE Health and Human Development and VCE Psychology. Additionally, VCE, VET and VCAL options in Years 10, 11 and 12 are offered at Catholic Regional College Sydenham. Students are required to meet a set of standards to gain entry to particular subjects; standards are set on academic ability and work ethic.

The College reserves the right to review the promotion of a student to the ensure course of action is deemed to be in the best interests of the student. This would occur after consultation with the student and their parents/carers. Catholic Regional College Caroline Springs has the expectation of all students that they academically achieve to their potential and submit work that always reflects their best effort.

At Catholic Regional College Caroline Springs, we acknowledge that the effectiveness of the learning and teaching program is dependent upon each student making maximum use of the available teacher and school contact time, in addition to the timely and satisfactory completion of homework. The College requires communication from parents/carers for all absences via telephone communication, followed with a written note. It is expected that all students, as a condition of enrolment, attend all classes unless ill.

Scripture

Peter 5:6
Humble yourselves therefore under the mighty hand of God, that he may exalt you in due time.

Subjects/courses requiring teacher recommendations

Year 10 Options	Admission Requirements
VCE Mathematical Methods	Overall result of 80% or more in Year 9 Mathematics
Pre-Methods Mathematics	Overall result of 70% or more in Year 9 Mathematics
Physics: Laws of Motion	Overall results of 70% or more in Year 9 Science and Mathematics
Physics: Mechatronics	Overall results of 70% or more in Year 9 Science and Mathematics
Chemistry	Overall results of 70% or more in Year 9 Science and Mathematics
VCE Units 1&2	Overall results of 70% or more in English and the subject specific learning area
VET Certificate II	Application and meeting process with Learning and Teaching Leader: Student Pathways.
Foundation VCAL	Application and meeting process with Learning and Teaching Leader: Student Pathways and VCAL Learning Area Leader

PROMOTIONS GUIDELINES

Year 10 into 11

For promotion into Year 11 a student will need to have demonstrated that they are capable of succeeding at the previous year level. That is, they will be expected to have achieved at standard or above in 9 of 11 subjects in each semester. As well as meeting the attendance requirements as outlined in the Catholic Regional College Caroline Springs Attendance Policy. Students who fail to demonstrate dedication to studies may have their enrolment at CRC Sydenham reviewed.

Students identified as not meeting the promotion guidelines will have a meeting arranged with their parent/carer, YLL, L&TL Student Pathways and any relevant teachers. Within this meeting recommendations and strategies are outlined to allow for the student to meet the promotion guidelines. Following on from this meeting the outcomes listed below may occur:
1. student may be placed on a conditional promotion;
2. student pathway reviewed for the following year;
3. student not promoted to the next year level;
4. student may seek to continue learning at another school.

All recommendations and strategies will be recorded on the students' SEQTA profile along with the agreed upon meeting outcomes and emailed to the Head of Student Wellbeing.

Students who are identified by the Learning Diversity Leader as requiring special assistance will have their promotion based on adjusted tasks and criteria as stipulated by the Learning Diversity Team.

*For promotion decisions based on attendance requirements refer to the Catholic Regional College Caroline Springs Attendance Policy.

It should be noted that at all times, the process of promotion to the next year level would be based upon the individual needs of each student and consideration of circumstances which have affected, or may be affecting the student's progress. The final decision in regard to promotion will be at the discretion of the Principal.
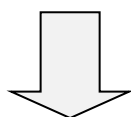
WHAT TO DO IF YOU MISS AN ASSESSMENT TASK (VCE)

Contact your subject teacher as soon as you know you are going to miss a SAC

Student to complete Absence from SAC form, located downstairs in the Romeo Room

Subject teacher to inform Learning and Teaching Leader: Student Pathways of student missing SAC

Subject teacher to organise SAC re-sit through the Assessment Re-Sit Policy and submit to Learning and Teaching Executive Assistant
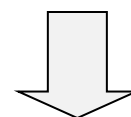
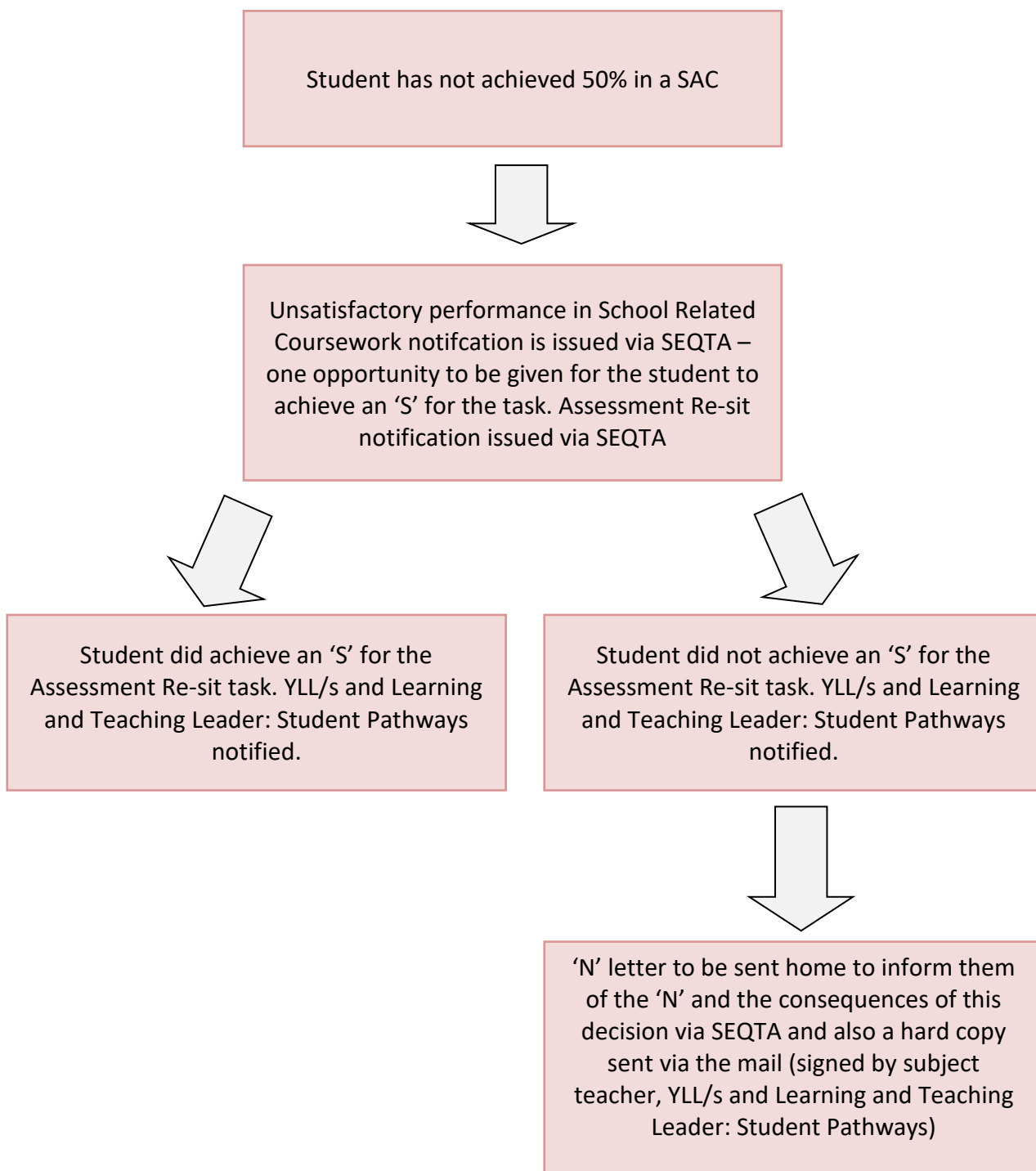| **Medical Certificate provided or school related activity**	**No legitimate reason for having missed a SAC**
Once you have handed in your Absence from SAC form to your subject teacher, you will receive notification advising you of the alternative time to sit your SAC	Once you have handed in our Absence from SAC form to your subject teacher, you will be given an alternative time to sit your SAC. Thursday after-school from 3:20 to5:00pm (Day 9)
SAC re-sits will be completed on Thursday (Day 4 and 9) after school from 3:20 – 5:00pm in the Sienna building	Once the SAC has been completed, you will be required to meet with the Assessment Review Committee – **this Committee will determine a consequence for having missed the SAC without appropriate documentation (BJA)**
	A letter will go home advising your parents of the Review Committee and they are invited to attend
	The Panel will consist of the student, Subject Teacher, Year Level Leader/s and Learning and Teaching Leader: Student Pathways

Note: The SAC must be completed in the next scheduled Assessment Re-Sit time. You are required to sit the SAC at the date and time set.

UNSATISFACTORY PERFORMANCE IN SCHOOL ASSESSED COURSEWORK

Student has not achieved 50% in a SAC

↓

Unsatisfactory performance in School Related Coursework notifcation is issued via SEQTA – one opportunity to be given for the student to achieve an 'S' for the task. Assessment Re-sit notification issued via SEQTA

Student did achieve an 'S' for the Assessment Re-sit task. YLL/s and Learning and Teaching Leader: Student Pathways notified.

Student did not achieve an 'S' for the Assessment Re-sit task. YLL/s and Learning and Teaching Leader: Student Pathways notified.

↓

'N' letter to be sent home to inform them of the 'N' and the consequences of this decision via SEQTA and also a hard copy sent via the mail (signed by subject teacher, YLL/s and Learning and Teaching Leader: Student Pathways)

ASSESSMENT AND REPORTING POLICY

Rationale

Assessment at Catholic Regional College Caroline Springs is a fundamental part of the process of learning and teaching. How student work is assessed has a major impact on what is taught and how it is taught. Tasks that are undertaken should reflect outcomes, so strengthening the purpose of learning. The intentions, precise content and expectations of students' work should be explicitly stated. Assessment should be viewed in the following terms: assessment of learning; assessment for learning and assessment as learning. Therefore, the purpose of assessment is both summative and formative.

The Victorian Curriculum and Assessment Authority defines formative assessment in the following terms:

'Formative assessment is an integral part of the teaching and learning cycle. Formative assessment enables teachers to identify what a student can currently do and plan the next steps to progress student learning. Articulating the next steps in the learning process also benefits the students, as they have a clear view about their learning progression.'

Foundation Statement: Assessment *Horizons of Hope*

Assessment in a Catholic school uncovers evidence of a learner's journey in both progress and challenge – uncovering their own learning narrative (Foundation Statement: Assessment *Horizons of Hope*)

Assessment can be defined as:

A process concerned with gathering information about student skills and the quality of learning outcomes. The focus is not only what has been achieved by students but also how they have gone about their learning and how that knowledge can assist a student with future learning (VCAA). Good assessment practice will promote excellence in learning.

Assessment

A wide range of assessment strategies are implemented in order to provide students, parents and staff with a clear picture of the level of achievement which has been obtained. Our learning management system (SEQTA) provides ongoing gathering, analyzing and interpreting data about learners' progress and achievement to improve learning (Victorian Curriculum and Assessment Authority 2015). Students will be assessed against relevant curriculum learning outcomes with subsequent learning experiences reflecting each student's needs.

Our assessment strategies:

- provides students with opportunities to demonstrate their knowledge and skills
- provides teachers with direction for future learning activities and our assessment design is collaborative and focused on growth
- expresses a student's level of achievement of the learning outcomes for that part of the teaching program
- provide continuous opportunities for learners to progress and flourish through providing accurate and forward-focused feedback

Reporting can be defined as:
The communication of student progress and achievement. Our aim is to communicate to parents clear and comprehensive information. It should be responsive to parents, teachers and students. Reports focus on student progress throughout the Semester, and the College's Personalised Learning Plan (PLP) Reports suggest ways to overcome difficulties and improve academic performance.

Principles

- Teachers plan a variety of assessment tasks related to each objective of the course. The results of assessment are used to plan further learning appropriate to each student's needs and talents;
- Records are kept of assessment on SEQTA and made available to those who need them for planning or review purposes;
- Assessment occurs frequently and students obtain feedback on their performance in all assessment;
- The results of each assessment task are recorded in a form most useful for planning and feedback;
- To ensure appropriate and fair assessment, tasks should allow for the needs of students with special learning requirements;
- All subjects use common assessment tasks in which teacher's measure student performance in the task according to the same criteria. Assessment results of these tasks allow comparison of different teaching strategies, enabling teachers to identify and select the most effective strategies. These assessment tasks are recorded as a raw score expressed as a percentage on end of semester reports;
- Assessment records and results are considered confidential. They may be released to the student and parents/guardians concerned or to other teachers for educational purposes.
- At the commencement of a unit of study students will be provided with an overview that specifies the relevant dates and details of the relevant School assessment tasks.
- At least one week prior to each assessment task students must be provided with detailed information regarding the time, length, nature of task, procedures and marking criteria;
- Teachers must endeavour to provide students with feedback about performance on assessment tasks within at least two weeks of the task being completed by all students within the subject.

Formative Assessment

"The College believes it is essential for all students to engage in meaningful learning tasks which allows for the demonstration of the essential knowledge and skills in all areas of a student's learning program. Satisfactory completion of a learning outcome should be obtained through the completion of formative coursework." Formative assessment tasks must be used to determine Satisfactory completion of the outcome prior to the scored task.

Assessment tasks should take place after the initial assessment of the learning outcome to score the level of achievement obtained by the student.

The assessment resit option may also be used, as an opportunity for students to demonstrate competency if the previously submitted coursework was not deemed to be satisfactory.
The Learning and Teaching Leader of Student Pathways should ensure that appropriate records are kept for work being undertaken, ensuring that all work falls within the VCAA guidelines.
The Learning and Teaching Leader of Student Pathways should promote to all staff, the notion that authentic assessment can be conducted through formative tasks.

Reporting

Our reporting process focuses positively on student progress and indicates ways in which a student is able to improve performance and overcome difficulties. The College reports are designed to clearly communicate to parents/carers comprehensive information regarding a student's progress and achievement.

The reporting process at the College will:
- bear in mind the audience of parents and students
- provide clear feedback of the outcomes achieved
- ensure our reports are written in accessible, clear language, avoiding jargon
- be objective about the student's achievements and competencies, including personal and social development
- provide detailed written reports at least twice a year and two interim reports per year
- provide the opportunity for Student-Parent-Teacher interviews three times a year
- incorporate opportunities for parents/carers and student to meet with teachers to review progress
- meet the requirements of various government departments and Catholic Education Melbourne.

ASSESSMENT & REPORTING POLICY IMPLEMENTATION

Assessment Tasks

Each Learning Area at the College is responsible for the development of Assessment Tasks which allow for assessment of learning; assessment for learning and assessment as learning. Learning Area Leaders in conjunction with Course Convenors are responsible for determining the number, type and weight of Assessment Tasks that occur for each subject in each Semester. Each Assessment Task completed during the Semester is graded and reported on the College's Learning Management System, SEQTA, where students and parents/carers are able to access student grades and feedback. Each Assessment Task at the College is accompanied by a rubric, with a five-point grading system, and a marking criteria. For each Assessment Task completed, students are provided with a mark for each Victorian Curriculum Strand assessed, as well as an overall percentage for the task. Each Assessment Task percentage contributes to the Overall Result for the subject on the Semester Report.

Construction of Reports

The College's Interim and Semester Reports are completed on the College's Learning Management System, SEQTA. For both Interim and Semester Reports, the administrative and setup requirements are completed by the College's Learning & Teaching Team, before being made available to teaching staff. Furthermore, the Learning & Teaching Team provide documented instructions to staff on how to complete both Interim and Semester Reports, alongside staff briefing sessions. For Semester Reports Learning Area Leaders are responsible for entering the Learning Area Achievements assessed and Assessment Tasks completed in the SEQTA Marksbook Report Outcomes for each subject within their Learning Area.

Teaching staff are provided at least three weeks in which to complete the interim and semester reports, before a proof-reading session occurs. Following the correction of any errors identified

during the proof-reading session by teaching staff, reports are released to parents/carers on the last day of each term.

Interim Report Criterion

Students are reported against the following categories, with relevant aspects provided below:

Demonstrates academic improvement
Applies effort
- Attempts all tasks
- Maintains attention in class
- Participates in class
- Cooperates and collaborates in class

Manages personal learning
- Brings correct materials to class
- Organisation
- Satisfactory completion of set homework, in a timely manner
- Seeks teacher support as required

Demonstrates appropriate behaviour
- Punctuality
- Works respectfully with peers and teachers

For the Pastoral Care Interim Report, the column reading *Demonstrates academic improvement* is interpreted as: '*Demonstrates Personal Growth'*.

Interim Reports are completed using the numbers 1 to 5 for each category to denote:
1. Not Applicable
2. Rarely
3. Sometimes
4. Usually
5. Always

Student-Parent-Teacher Interviews are acknowledged in the report using either:
- W = Welcomed
- R = Requested

Student late arrivals and absences are also included in the Interim Report.

Semester Report Criterion

For the Semester Report, students are reported against the same categories as the Interim Report noted above. Additionally, students are provided a progression point grade, from Well Below Standard to Well Above Standard for their achievement for each Victorian Curriculum Strand assessed within each subject alongside a percentage grade for each Assessment Task completed in the subject. The progression point grade, is compared to each student's achievement in the previous Semester Report, as well as the grade expected for a student in that year level at the time of year the report is issued. Furthermore, students are provided an Overall Result for the Semester for each subject as a score out of 100, which is a culmination of each Assessment Task completed throughout the Semester.

Personalised Learning Plans

For students with diverse learning needs, the College's Learning Diversity Team, in conjunction with teaching staff develop a Personalised Learning Plan (PLP) for these students each Semester. The PLP is used to develop clear goals for students to achieve in each subject alongside strategies for them to achieve these goals. The PLP is designed to allow students to experience success in the classroom, whilst also improving academic performance. The Learning Diversity Team, in conjunction with the student and parent/carer develop long term goals for the students to work towards achieving during the Semester. The classroom teacher, in consultation with the student, develops two short term goals to achieve during each Term. At the end of each Term, the classroom teacher assesses each of the long and short-term goals for the PLP, and provides any relevant comments and/or feedback in relation to the achievement of each goal. At the end of each Semester, the PLP is made to both students and parents/carers at the same time as the Semester Report is released.

SCHOOL-BASED ASSESSMENT SPECIAL PROVISION POLICY

Rationale

Students that enrol in a VCE subject at Catholic Regional College Caroline Springs enter with a reasonable expectation of being able to achieve the set outcomes of the study design and end of unit examinations. A student is expected to submit all of the required work for each unit.

Special provisions can, however be granted in **exceptional** circumstances. These provisions allow students who cannot complete all of the regular course requirements the opportunity to still satisfactorily complete the unit.

A student is eligible for special provisions if they're affected in a substantial way by:

- severe health impairment
- significant physical disability
- hearing impairment
- vision impairment
- learning disability
- severe language disorder
- illness
- impairment or injury
- traumatic personal incident
- family circumstances

Objectives

As part of the educational process, the College endeavours to be inclusive of all students and their learning pathway. Hence, 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 Provisions 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 College will ensure it retains appropriate documentation about any decisions relating to granting provisions for School-based Assessment, including supporting evidence.

Catholic Regional College Caroline Springs strives to:
- Create a culture of inclusiveness and fairness to all students.
- Ensure that all students are given an equal opportunity to demonstrate satisfactory completion of School-based Assessment.
- Encourage close communication between parents, teachers and relevant medical practitioners.
- Inform parents about its expectations, and their children's activities and development at school.
- From parents, the school seeks timely, honest and complete information about their child. Parents will ensure that the contact information they have provided to the school remains accurate and current. All communication between the school and parents will be respectful, professional and underpinned by considerations of appropriate privacy and confidentiality principles.

Principles

Role of Year Level Leader

Year level leaders will, in conjunction with the student, their parents and school leadership, collect medical and other relevant evidence to support the student's application for special provisions. The evidence required will be substantial and could include:

- Specialist Medical Advice
- Psychological or Reports from a registered Health Professional

Year level leaders will assist the student to complete the Internal Special Provision application form.

Role of subject teachers

Subject teachers are responsible for monitoring and reporting on student achievement using both formative and summative assessment tasks. Formative assessment assists students and teachers to identify and provide feedback on learning outcomes.

At the discretion of the College students may be able to complete formative work for the purpose of satisfactory completion of unit outcomes at home.

For the purposes of scored assessment students with internal special provisions must undertake assessment tasks under the same conditions as other students. This may include:

- Attending the College to complete an assessment task.
- Completing a scored task at home / hospital under approved supervision.
- Regularly submitting work to their subject teacher for authentication purposes.

Subject teachers are able to modify tasks to suit the needs of students, providing that the standard of work required is not compromised.

Role of the Student

Students that are granted internal special provisions are required to maintain communication with their subject teachers in order to ensure that they are maintaining involvement in the learning program. Student engagement in the learning program is critical in achieving a satisfactory learning outcome.
Students should also regularly communicate with the year level leaders with regard to their illness or family situation.

Approval of Special Provisions

Internal Special Provisions will be granted by The Learning and Teaching Leader, Student Pathways appointed by the Principal.
Criteria that would be considered eligible for special provision would be:

- Chronic illness
- Adverse personal circumstances
- A recognised overseas exchange program

Implementation Principal commitment

The Principal is responsible for ensuring that:
The objectives of this policy are integrated into practice.

Year Level Leader Role

Cluster Coordinators in consultation with the student, parents, subject teachers and school leadership will coordinate the application for the Special Provisions process.

Subject Teachers

For students that have been granted Special Provisions subject teachers will liaise with the student with regard to the learning program and assessment task requirements for satisfactory completion of learning outcomes.

Application Forms

During the course of your VCE studies it may be necessary for you to fill out one or more of the following forms. These are obtained from The Learning and Teaching Leader, Student Pathways

Rules for students

The VCAA sets down several rules which a student must observe when preparing work for assessment. These rules apply to assessments tasks. They are:

1. A student must ensure that all unacknowledged work submitted for assessment is genuinely his or her own.
2. A student must acknowledge all resources used, including: Text, websites and source material
3. 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 any other person in the preparation and submission of work.

Disseminating information to staff and students

All staff and students undertaking VCE are provided with updated information through relevant channels such as email (staff) and through Catholic Regional College Caroline Springs' Learning Management System – SEQTA.

The following is information provided to the relevant parties'

- Accredited VCE study designs
- Study design errata
- VCE Advice for Teachers and Assessment Handbooks (if applicable)
- VET program booklets, extracts or summaries
- VET Assessment Guides
- VCE and VCAL Administrative Handbook 2019
- VCAA Bulletins
- Notices to Schools
- VCAA Important Administrative dates
- VCE Data Service
- VCE External Assessment Results Service

Procedure for applying for school-based special provision

A School based Special Provision VCE Committee will be established to inform the student of assistance available and make appropriate arrangements.

Assistance may take one or more of the following forms:
- rescheduling assessment tasks
- setting alternative or substitute tasks
- allowing more time to complete a task
- allowing the use of different arrangements to complete an assessment.

The student will be required to provide official evidence of the circumstance.

The Committee will consist of a combination of the following members of staff:
- Learning and Teaching Leader: Student Pathways
- Year Level Leader/s
- Learning Diversity Leader
- College Psychologist/Counsellor if necessary

CODE OF ACADEMIC INTEGRITY POLICY

Rationale

As members of the academic community at Catholic Regional College Caroline Springs, we value academic integrity in all aspects of our work. Respect for one's own academic work as well as respect for others' work, is a vital part of integrity. For such reasons, we acknowledge others' contributions and efforts in our work.

Catholic Regional College Caroline Springs values academic integrity and therefore has a zero tolerance of plagiarism or cheating. We take these breaches of academic integrity seriously and are committed to making sure all students understand and acknowledge the importance of maintaining academic integrity at all times.

Definitions

Plagiarism

Plagiarism is the act of representing as one's own original work the creative works of another, without appropriate acknowledgment of the author or source.

Collusion

Collusion is the presentation by a student of an assessment piece, as his or her own which is in fact the result in whole or in part of unauthorised collaboration with another person or persons. Collusion involves the cooperation of two or more students in plagiarism or other forms of academic misconduct.

PLAGIARISM AND COLLUSION CONSTITUTE CHEATING.

Breaches of Academic Integrity

When a breach of academic integrity is identified students will receive a resubmission date for their work. As a result of the breach in academic integrity the student will receive a 'zero' for the task. Parents/carers will receive a notification via SEQTA regarding the nature of the breach. The overall semester result will therefore be impacted. Subject teacher will notify on SEQTA Homeroom Teacher, relevant Year Level Leader and relevant Learning Area Leader.

To avoid any breaches in academic integrity students should:
- ✓ do their research and course work honestly
- ✓ not engage in plagiarism and cheating
- ✓ respect their peers and teachers in academic work
- ✓ acknowledge all assistance in all academic work
- ✓ reference all work used from other sources
- ✓ treat team members respectfully and appropriately in sharing work tasks, information, and responsibilities
- ✓ meet all deadlines and due dates for all tasks
- ✓ avoid any disruption of research, teaching and learning

Extra Support

The student handbook and library portal page contains a guide for students on how to reference (Harvard referencing system), which they are to use where it is required. Repeated breaches will be dealt with in a case-by-case manner by the relevant Year Level Leader and Learning and Teaching Leader of Student Pathways.

Examination Rules

Students attending unit 1-2 examinations are required to observe the rules for VCE examinations. VCE exam rules are provided to students prior to the examination period and are published in the examination venue.

Students are able to apply to the College (unit 1-2) for Special Provisions if there are sufficient grounds.

Students that are absent for exams must provide a medical certificate (unit 1-2) in order to be granted the opportunity to reschedule the missed exam. Students that miss an exam without sufficient grounds will be given a score of zero.

Examination Procedures

- VCAA Examination and College rules apply for the examinations.
- All examinations are compulsory.
- If you are sick on the day of an examination your year level leader must be contacted.
- (Medical Certificate must be supplied). Examination will be rescheduled-obtain an exam reschedule form from front office and give this to College Organiser who will reschedule your exam.
- Check windows of the COLLEGE HALL for class examination location and seat number for each examination. (This will be different for each examination). All students should know their examination location and seat number before they enter the examination room.
- Full College Uniform must be worn.
- Students must have their Student Identification card with them for entry to each examination. This is to be placed face up on the table.

- Students should arrive at the College at least 20 MINUTES before the examination scheduled start time.
- Students should be ready to enter the examination room at least 15 minutes before the examination start time.

Unit 1 and 2 Examinations

Examinations for Unit 1 and Unit 2 studies are internally produced by Catholic Regional College Caroline Springs staff and are scheduled for the end of Semester One and Semester Two.

As examinations are compulsory, all Unit 1 and Unit 2 studies will incorporate an end of semester examination as part of their assessment component.

Examinations for the majority of studies are comprised of 10 minutes Reading Time and 90 minutes of writing time.

SEQTA ENGAGE: Parents are able to access Formative and Summative Assessment tasks via SEQTA Engage. Teachers are required to post results on SEQTA within 2 weeks of the task. Written feedback should also accompany each task. Students and parents will access the following:
- SAC result
- Class Average
- Subject Average
- Class Rank / Percentile
- Subject Rank / Percentile

2019 Written Examinations

Unit 1 and 2 Examination dates for 2019 are mentioned below.
Each examination commences with a 15-minute reading period.

Yr 11 Examination Dates

End of Semester One Examinations   Wednesday 19th June
End of Semester Two Examinations   Wednesday 20th November

2019 VASS Submission Dates

- Below are the dates by which the School Assessed Coursework, School Assessed Tasks, Indicative examination grades and Unit results are due in to the VASS office.
- Please note: Teachers must give themselves enough time to mark coursework and allow for any extension of time where appropriate.

June

7   Last day for Unit 1 & 2 N results to students and parents
12   General Achievement Test

September

1   VCE exam advice slips available
2   Performance exams Indicative Grades Due

October

7   Indicative Grades due

23   School Based Assessment Deadline

23   Unit 2 N result deadlines for students and parents

December

13   VCE Results Released to Students

STUDENT DECLARATION

Name:_____ Homeroom: _____

I acknowledge that I have:

- ✓ Received the 2019 VCE Student Handbook

- ✓ Read and understood the VCAA and Catholic Regional College Caroline Springs regulations and procedures particularly the sections relating to:
    - ○ Late submission and authentication of SAC's
    - ○ Non Satisfactory Completion of SAC's

- ✓ Understood the consequences if I do not abide by the rules outlined in the VCE Student Handbook

- ✓ Received the 2019 VCE SAC calendar/dates

Student Signature: _____

Parent/Carer Signature: _____

Learning and Teaching Leader Signature: _____