



**St Patrick's College
Senior School
Academic Handbook
Student Copy**

TABLE OF CONTENTS

Introduction.....	3
The VCE at St Patrick’s College.....	Error! Bookmark not defined.
Expected Standards of Attainment in Assessment Tasks	9
Applied Learning and the Victorian Certificate of Applied Learning (VCAL).....	Error! Bookmark not defined.

Introduction

St Patrick's has developed a Senior School structure which allows boys to access a variety of subjects and pathways designed to provide each boy with the maximum flexibility to meet his learning needs and to attain the certification most relevant to his future education and employment goals.

Year 10 marks the end of the compulsory years of schooling and the Senior School provides boys with programs that cater for a range of types and stages of learning.

Year 11 and 12 students participate in one of two possible Senior Certificate programs:

- The Victorian Certificate of Education (VCE) with a view to attaining the maximum ATAR score possible to gain entry to further learning opportunities.
- The Victorian Certificate of Applied Learning (VCAL) to maximise the chance of moving into direct employment.

This booklet has been prepared for students in the Senior School at St Patrick's College. As each boy moves through these years, he will need to take responsibility for his learning and the meeting of outcomes whether in Year 10 subjects, VCE or VCAL. Advice on the requirements for attendance, academic expectations, satisfactory completion of outcomes and procedures for redeeming outcomes as well as special provisions is outlined below in the relevant areas of study.

Victorian Certificate of Education (VCE)

What requirements must be met to obtain the VCE?

- A student must have a satisfactory result (S) for a minimum of 16 units
- At least three units from the English Group, two of which must be a Unit 3–4 sequence, **and**
- At least three sequences of Unit 3 and 4 studies other than English, which may include any number of English sequences once the English requirement has been met.
- Any English Units 3 and 4 sequence will be counted in the Australian Tertiary Admission Rank (ATAR), but no more than two will be allowed in the primary four.
- Any number of approved Vocational Education and Training (VET) units may be included in the 16 units.

Satisfactory completion of VCE units

Each VCE unit includes a set of two to four outcomes. These outcomes must be achieved for satisfactory completion of the unit.

Achievement of the outcomes is based on the teacher's assessment of the student's performance on assessment tasks designated for the unit. Satisfactory completion of units is determined by the school, in accordance with Victorian Curriculum and Assessment Authority (VCAA) requirements.

Schools advise VCAA of every unit satisfactorily completed. At the end of each year VCAA will issue a *Statement of Results* to all students enrolled in VCE units.

SATISFACTORY COMPLETION OF THE VCE

The VCAA advises that students will be required to satisfactorily complete sixteen units of study, including:

- Three units of English studies; two of which must be a Unit 3–4 sequence, from English 1-4, English Language 1-4, Literature 1-4 and Foundation English 1/2 and,
- Three sequences of Units 3/4 studies in subjects other than English.

Reporting Achievement of Outcomes

There are two symbols for reporting overall achievement of outcomes:

- **'S'** means the outcome has been achieved.
- **'N'** means the outcome has not been achieved.

Students' results for individual outcomes are not reported VCAA.

ACHIEVEMENT OF OUTCOMES FOR SATISFACTORY COMPLETION

The judgement of satisfactory completion is a school responsibility. Achievement of an outcome means:

- The work meets the required standard as described in the outcomes;
- The work was submitted on time;
- The work is clearly the student's own;
- There has been no substantive breach of rules.

If all outcomes are achieved, the student receives S (Satisfactory) for the unit.

A student may not be granted satisfactorily completion if:

- The work is not of the required standard as described in the outcomes;
- The College's expected minimum standard of attainment of 50% for graded assessment tasks is not met;
- The student has failed to meet a school deadline for the assessment task, including where an extension of time has been granted for any reason, including Special Provision;
- The work cannot be authenticated; or

- There has been a substantive breach of rules including school attendance rules.

If any of the outcomes are not achieved, the student receives N (Not Satisfactory) for the unit. Where a student has completed work but there has been a substantive breach of class attendance, the student may be awarded N.

AUTHENTICATION RULES FOR STUDENTS

Students need to be aware that it is their responsibility to ensure that the teacher has no difficulty in authenticating their work. They should understand that teachers cannot authenticate work about which they have doubts, until further evidence is provided.

Therefore:

1. Students must ensure that all unacknowledged work submitted for coursework assessment is genuinely their own work.
2. Students must acknowledge all resources used. This includes
 - Text and source material.
 - The name(s) and status of any person(s) who provided assistance and the type of assistance provided.
3. Students must not receive undue assistance from any other person in the preparation and submission of work. Acceptable levels of assistance include:
 - The incorporation of ideas or material derived from other sources (e.g. by reading, viewing or note-taking) but which has been transformed by the student and used in a new context;
 - Promoting and general advice from another person or source which leads to refinements and/or self-correction.

Unacceptable forms of assistance include:

- Use of, or copying of, another person's work or other resources without acknowledgement;
 - Actual corrections or improvements made or dictated by another person.
4. Students must sign a Declaration of Authenticity only for those assessment tasks that include work done outside of class. This declaration states that all unacknowledged work is the student's own.
 5. Students who knowingly assist other students in a Breach of Rules may be penalised.

Assessment of VCE Units 1 and 2

VCAA will issue a *Statement of Results*, which will show 'S' (if students have Satisfactorily completed each of the learning outcomes for a given unit), or 'N' (for any units Not Satisfactorily completed).

The College will record and report each boy's level of achievement in completing the assessment tasks associated with each of the learning outcomes. These assessment tasks will be given a percentage score. Result from VCE Units 1/2 studies do not contribute to a student's ATAR.

Assessment of VCE Units 3 and 4

All VCE Unit 3 and 4 studies have both school assessment and examination(s).

VCE Units 3 and 4 school assessment

There are two types of school-based assessment used in VCE Units 3 and 4 studies:

1. School-assessed coursework (SAC)
2. School-assessed task (SAT)

School-assessed coursework (SAC)

School-assessed coursework is made up of a number of assessment tasks that are specified in the study design. These assessment tasks are used to assess the unit's learning outcomes.

Typically, school-assessed coursework are:

- Assessment tasks that are a part of the regular teaching and learning program
- Completed mainly in class time
- Completed in a limited time frame.

The College will record and report each boy's level of achievement in completing these tasks as a percentage.

To ensure that schools' assessments of coursework in each study are comparable throughout the State, coursework assessments are statistically moderated by the VCAA using the examination results in that study. The VCAA issues final grades for all coursework assessments in December each year.

School-Assessed Tasks (SAT)

A small number of studies have school-assessed tasks. They are used in studies where products and models are assessed. For example, VCE Studio Arts has school-assessed tasks.

The College will record and report each boy's level of achievement in completing these tasks as a percentage. To ensure that schools' assessments are comparable throughout the State, scores for school-assessed tasks are monitored using the General Achievement Test (GAT) and, if necessary, their assessments will be reviewed by VCAA.

Attendance

- Students are expected to attend all classes. A minimum of 90% attendance at scheduled classes is required to achieve a Satisfactory for each Unit, (excluding school related absences).
- If extended periods of absence are required from school the appropriate notification must be made in advance, through the Director of Senior School or an appropriate Year Level Coordinator.
- If absence is due to school-authorized activities, the student must notify his subject teacher prior to the absence. (The teacher in charge of the activity will provide a list of students participating in the school-authorized activity to the Year Level Coordinator and to other staff via email). The student must contact the VCE Coordinator Mr Biggin and complete the SAC in the subsequent time that is set. Students who are tardy in catching up may receive a penalty to the marks awarded.
- Permission for absence from school may not be granted if a school assessed coursework assessment task (SAC) is scheduled for the period of absence being requested. This applies to both school-authorized activities and activities outside the College.
- **For Unit 3 and 4 Studies, SATs need to be submitted on the due date even if the student is ill on that day.**
- **For Unit 3 and 4 Studies, if a SAC is missed due to illness a medical certificate is required, and the SAC needs to be caught up at the earliest time set by the VCE Coordinator – Mr Biggin, which in many cases will be after school. If both these conditions are met there will be no penalty to the marks awarded.**

Special Provision

Students are eligible for Special Provision for school-based assessment if their ability to demonstrate achievement is adversely affected by:

- Illness, acute or chronic
- Impairment – long term
- Personal circumstances – significant hardship

Students who may be eligible for Special Provision for the external exams should have already contacted the VCE Coordinator, Mr Hamish McCrum and need to do so immediately if they have not yet done so. They are eligible if they are able to demonstrate that their capacity to access the examination is impaired due to:

- Severe Health Impairment
- Significant Physical Disability
- Hearing Impairment
- Vision Impairment
- Learning Disability
- Severe Language Disorder
-

Applications are made to VCAA by the school on behalf of the student and require medical and other supporting evidence (which will need to be gathered before the lodgement date). The VCE Coordinator will ideally be contacted the previous year if an application is to be made. The lodgement date is typically late February. If circumstances change after this and an application is warranted, contact Mr Biggin.

Examinations

All VCE Units 3/4 studies include an exam. These exams are set and marked by VCAA. They can be written, oral, performance or electronic. All are held in October and November. Results are reported to students as a grade from A+ to E or UG (ungraded).

Students should note that the contribution of examinations to the Study Score varies across VCE studies. Further details regarding VCAA exams can be found at:
<http://www.vcaa.vic.edu.au/Pages/vce/exams/index.aspx>

The General Achievement Test (GAT)

The General Achievement Test (GAT) is a test of general knowledge and skills in the following areas:

- Written communication
- Mathematics, science and technology
- Humanities, the arts and social sciences.

The GAT is compulsory for all VCE students studying at least one Units 3/4 sequence. The GAT is an essential part of the VCE assessment procedures. Although the GAT result does not count directly towards the VCE or the ATAR, it does play an important role in checking that school-assessed tasks, coursework and exams have been accurately assessed. The VCAA will use GAT scores as a basis for:

- Reviewing school assessments in school-assessed tasks
- Requesting authentication checks by schools for particular students' work
- Checking the accuracy of student scores in school-assessed tasks and exams
- Enhancing the statistical moderation of school-assessed coursework.

Study Scores

A study score shows how well a student performed in a study at the VCE Unit 3 and 4 level, compared to everybody else in Victoria who took that study. Study scores calculated by the VCAA are used by the Victorian Tertiary Admissions Centre (VTAC) to calculate the ATAR.

The maximum study score is 50. Each year, and for every study, the mean study score is set at 30. A score of between 23 and 37 shows that you are in the middle range of students; a score of 38 or more indicates that you are in the top 15%.

For studies with large enrolments (1,000 or more):

- 2% of students will get a score on or above 45
- 9% of students will get a score on or above 40
- 26% of students will get a score on or above 35
- 53% of students will get a score on or above 30
- 78% of students will get a score on or above 25
- 93% of students will get a score on or above 20

Expected Standards of Attainment in VCE Assessment Tasks

The expected minimum standard of attainment for graded assessment tasks in all Victorian Curriculum, Awakenings and VCE subjects at St Patrick's College is 50%.

Consequences for VCE studies:

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

The Assessment Handbook for each VCE Units 1-4 study contains information for school-based assessments and the examination, providing advice to teachers on how to construct assessment tasks.

A student's level of achievement in any VCE Units 1/2 study is a matter for school decision. Assessment of levels of achievement for these units is not reported to the VCAA. Schools may choose to report levels of achievement using grades, descriptive statements or other indicators. VCAA supervises the assessment of all students undertaking VCE Units 3/4 studies. A student's level of achievement will be determined by School-assessed Coursework, and an end-of-year examination.

The use of the expected minimum standard of attainment of 50% for any assessment task will assist and support teachers in making on-balance judgements regarding the awarding of a Satisfactory (S) or Not Satisfactory (N) unit result by establishing the minimum level of performance required by a student to clearly display the required key knowledge and key skills that underpinning any VCE outcome.

Redeeming outcomes - submitting further work:

By not meeting the expected minimum standard of attainment of 50% for any assessment task, a student places himself at risk of not meeting the minimum required standard for satisfactory completion. Should this occur, a teacher may permit or require a student to submit further work, or complete a supplementary task(s) to meet satisfactory completion requirements of a VCE unit (including work previously submitted).

Students may not submit further tasks for the reconsideration of VCE Units 3/4 School-based assessment scores.

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

Consequences of not meeting the expected minimum standard of attainment of 50%:

Any assessment task that does not meet the expected minimum standard of attainment of 50% will result in the boy needing to redeem the task by re-sitting or completing a supplementary assessment task or activity. This expected minimum standard applies to all graded assessment tasks from Year 7 through to VCE Units 3/4.

Students can demonstrate the skills and knowledge associated with meeting the expected minimum standard of attainment of 50% in one or more of the following ways:

- Re-sit the assessment task (in its entirety or part thereof)
- Complete an alternative, but comparable, assessment task
- Complete additional topic or concept specific short answer questions
- Be given additional time to complete misunderstood or incomplete responses. This might also include the use of scaffolding strategies or additional prompts (e.g. audio files or key word lists)
- Review of students notes related to the topic or concept being assessed
- Review of formative assessment tasks related to the topic or concept being assessed
- Use of a student's verbal responses during an interview related to the knowledge required to successfully the expected minimum standard of attainment
- Set exercises or questions from a subject text book or other related text resources
- Demonstration of skills related to the knowledge component of the topic or concept being assessed.

Where suitable, or appropriate, the boy might be able to negotiate one or more of the above to demonstrate that he has attained the skills and knowledge associated with the expected minimum standard of attainment specific to each assessment task.

Reporting the result for a redeemed assessment task:

The reporting of the result for a redeemed task will be based on VCAA model. That is, the original percentage result will stand and will be reported on. The redeemed result will be reported on using the Learning Areas section of SIMON.

What requirements must be met to obtain the VCAL?

To be awarded any VCAL qualification, students must successfully complete a learning program that contains a minimum of 10 credits.

A credit is gained for successful completion of a unit of study. A unit of study can be:

- one VCAL unit
- one VCE unit
- 100 hours of completed VET modules or units of competence and/or FE modules

Successful completion of a certificate at any level includes:

- Literacy and Numeracy Skills Strands: one credit is required for Literacy Skills and one credit is required for Numeracy Skills
- curriculum components to the value of at least one credit that can be justified against the purpose statement for each of the Work Related Skills Strand, Personal Development Skills Strand and Industry Specific Skills Strand (VET enrolment)
- a minimum of two VCAL units
- curriculum components to the value of six credits at the level of the VCAL award or above: one of which must be for Literacy Skills and one component be a VCAL Personal Development Skills unit.

FULL ATTENDANCE IS CRITICAL! As assessments are completed in class, validating evidence of learning cannot occur if a student is not attending, and therefore, they cannot be assessed.

Satisfactory completion of VCAL Strands

Each VCAL strand includes a set of five to eight outcomes. Each outcome must be deemed satisfactorily completed at least twice for completion of each strand.

Achievement of the outcomes is based on the teacher's assessment of the student's performance on assessment tasks negotiated for the strand. Satisfactory completion of strands is determined by the school, in accordance with VCAA requirements.

Schools advise VCAA of every strand satisfactorily completed. At the end of each year, VCAA will issue a *Statement of Results* to all students enrolled in VCAL units.

Assessment of VCAL Strands

The *Statement of Results* issued by VCAA will show 'CY' (if students have satisfactorily completed each of the learning outcomes for a given unit), or 'IP' (for any outcomes which are 'In Progress') 'CN' (for any units not satisfactorily complete). The *Statement of Results* will also indicate the level at which the boy has attained competence: 'Foundation' (typically for Year 10), 'Intermediate' (typically for Year 11) or 'Senior', (typically for Year 12).

The College will record and report each boy's level of achievement in completing the assessment tasks associated with each of the learning outcomes and report it to parents via the Parent Access Module (PAM).

Results from VCAL strands do not result in a student receiving an ATAR.

Expected Standards of Attainment in Assessment Tasks with VCAL

The expected minimum standard of attainment for outcomes in VCAL is 100%. That is, each boy is required to meet all mandated outcomes to successfully complete each strand in his VCAL. A student's level of achievement on each outcome will be determined by their teacher. Working within the VCAL guidelines, students may negotiate how outcomes are met. Student programs are intentionally vocation focused. If a student has an interest in Hospitality, outcomes negotiated with the teacher would typically be centred around Hospitality type tasks.

Redeeming VCAL outcomes: submitting further work

By not meeting the expected minimum standard of attainment for any outcome in a strand, a student places himself at risk of not meeting the minimum required standard for satisfactory completion. Should this occur, a student must negotiate with the teacher to submit further work, or complete supplementary tasks to meet satisfactory completion requirements of a strand (including work previously submitted). This opportunity to arrange supplementary tasks is available until week two of Term Four.

Examinations with the VCAL

VCAL students do not sit formal written exams for assessment. Instead, school-based practical tasks are designed to enable the student to demonstrate competencies in 'real-life' situations. For example, instead of a written Literacy exam, Senior VCAL Literacy students may undertake a 'Mock Interview' with an unknown panel for a notional job of choice. Instead of completing a written Numeracy exam, Intermediate VCAL Numeracy students may complete a numeracy challenge such as evaluating the results of a school-wide survey. A Work Related Skills task may require students to complete a 'Safety Audit' of a location in the school. A Personal Development Skills task may involve students volunteering at a local aged-care facility to create a special occasion. These 'milestone tasks' are challenging in ways which suit individual learning styles.

The General Achievement Test (GAT)

In 2020 VCAL students are required to sit the GAT.

Students and parents seeking further information about any aspect of St Patrick's Applied Learning Program and the VCAL are encouraged to contact the Director of Applied Learning and Pathways, Mr. Damian Kinnerly

VET - Vocational Education and Training

General information:

VET combines nationally recognised training with the Victorian Certificate of Education (VCE) and/or the Victorian Certificate of Applied Learning (VCAL). This allows senior secondary students access to vocational education and training programs as part of their secondary school studies to improve their access to a wider range of post-secondary school pathways.

VET programs are now an integral part of the senior VCAA certificates:

- Completed VET units can contribute towards satisfactory completion of either VCE or VCAL.
- Each recognised VCE VET program has full status within the VCE Unit 1-4 structure.
- Most VCE VET programs will include a designated VCE Units 3/4 sequence or nominal hours to achieve this recognition.
- VCE VET Units 3/4 programs may contribute to a student's ATAR either through the attainment of a study score or through an increment bonus.

More information:

Please see Director of Pathways and Applied Learning, Mr Damian Kinnersly, for further details.

Useful websites:

<https://www.vcaa.vic.edu.au/studentguides/getvet/Pages/Index.aspx>

<https://www.vcaa.vic.edu.au/curriculum/vet/vce-vet-programs/Pages/Index.aspx>

<http://www.highlandslen.org/programs>

