

# St Patrick's College VCE School Assessed Coursework and Assessment Policy



## Context

St Patrick's College is a Catholic day and boarding school for boys in the Edmund Rice tradition, established in 1893. St Patrick's College is committed to providing a caring, supportive, and safe environment where every student has a place, a voice and their story is known. Edmund Rice Education Australia is committed to providing safe and supportive environments where all children and young people entrusted to our care are affirmed in their dignity and worth as a person.

## Background

Edmund Rice Education Australia (EREA), as St Patrick's College's governing authority, sets the policy framework for all EREA schools. These policies have been contextualised for St Patrick's College's particular school environment so that our policies reflect the needs of our students\*.

\*Student includes any person enrolled in the College, either as a day pupil or as a boarder.

**Rationale:** The VCE Assessment Policy is intended to outline the procedures associated with assessments for the Victorian Certificate of Education at St Patrick's College, as outlined in the VCE and VCAL Administrative Handbook 2023. The purpose of these assessments is to determine the satisfactory completion of the units of study as outlined in the relevant VCE Study Designs, and in addition at the Unit 3 and 4 level, provide an accurate ranking of all students' performance.

## It is important to note that:

- **all scores determined by Unit 3 & 4 School Assessment Coursework (SACs) are provisional and will be changed by VCAA through a process of statistical moderation;**
- Unit 1 & 2 Assessments are for the purpose of determining whether a student has achieved a Satisfactory or a Non-Satisfactory result in each Unit of the study, the mark or grade (percentage or letter) is only used for internal reporting purposes and not reported to VCAA for the purposes of assessment. Whilst the term "SAC", may be used to describe an assessment in Unit 1 & 2, the result is not reported to VCAA.

## Summary:

### Section 1 – Scheduling Unit 3 & 4 School Assessed Coursework (SACs) and Unit 1 & 2 Assessment Tasks

This section provides an outline of the requirements around scheduling SACs and Assessment Tasks, including the process for teachers when rescheduling a task, and the obligations for students when rescheduling missed tasks, for both Unit 3 & 4 School Assessed Coursework (SACs) and Unit 1 & 2 Assessments Tasks. **Planned absences should be rescheduled 3 days in advance, and unplanned absences should be scheduled on the first day back at school.** It is important to note that penalties do apply if the requirements around rescheduling are not followed.

## **Section 2 – Preparing, invigilating, and marking Unit 3 & 4 School Assessed Coursework (SACs) and Unit 1 & 2 Assessment Tasks**

This section provides an outline for teachers preparing the tasks and invigilating or supervising the task when it is completed by the students. In addition, it outlines the requirements for authentication of tasks by students when the task is completed outside of the classroom, either partially or in full. In addition, the section provides an outline of how the tasks will be marked by teachers. Most importantly this section provides a clear framework around how a student will be judged to have satisfactorily demonstrated an outcome/unit. Students are required to complete coursework (work in the classroom and homework) and assessments, that satisfactorily demonstrate the outcomes/units. A student will have two opportunities to resubmit/complete a redemption task in the event the previous attempt is judged as non-satisfactory by the subject teacher. If after the second attempt, an N is awarded, this will stand, and no further attempts will be permitted.

## **Section 3 & 4 – School Assessed Tasks (SATs)**

This section outlines the scheduling, preparing, invigilating and marking of School Assessed Tasks (SATs).

## **Section 5 – Breach of VCAA rules for school-based assessment**

This section outlines the process of reporting a breach of VCAA rules for an assessment, how the investigation will take place and the follow up formation of a VCE Panel to review the breach and investigation to determine whether a penalty should be applied. In addition, it outlines the Appeals process once a decision has been made.

## **Section 6 – Special Provisions**

The section outlines what special provisions can be applied for assessments.

## **Section 7 – Managing small group partnerships for statistical moderation of VCE school-based assessment**

This section outlines the best practice that will be followed when the school has entered a partnership for assessment and statistical moderation purposes.

## **Section 1 – Scheduling Unit 3 & 4 School Assessed Coursework (SACs) and Unit 1 & 2 Assessment Tasks**

### **1. Unit 3 & 4 SAC Schedule**

A Unit 3 & 4 SAC schedule will be made available to all students advising of the dates of all SACs during that term.

All SACs must occur in the academic year, VCAA rules prohibit the setting of school-based assessments for the assessment of levels of achievement or to determine a unit result during any Head Start period in the academic year preceding.

*A schedule is not required for Unit 1 & 2 subjects, although students must be provided with the date of any assessment 5 school days prior to the assessment.*

## 2. Scheduling Unit 3 & 4 SACs for subjects with multiple classes

For those subjects that have multiple classes, SACs should be scheduled as close together as possible to avoid any issues that may arise through the availability of SAC information to students yet to sit the task. Where possible, the SACs should be on the same day.

## 3. Rescheduling Unit 3 & 4 SACs for all students within a subject

Rescheduling of **Unit 3 & 4** SACs for all students can only occur after consultation and agreement with the VCE Co-ordinator and relevant Head of Faculty. If teachers wish to reschedule a **Unit 3 & 4** SAC because their students are not ready to be assessed, or due to other circumstances they should provide adequate notification to all students in the class or classes.

An extension of time for all students in a class should be given only on the condition that they are all given adequate notice (at least 5 school days prior to original scheduled date) and that no student in the class or in another class is advantaged or disadvantaged.

## 4. Planned Absence

### Unit 1 & 2 Subjects:

Any student who knows they will be away for a scheduled assessment, must advise the Subject Teacher at least 3 days prior to the task. **The Subject Teacher will book a time in the Kelty Resource Centre for the student to complete the task, refer section below for permitted times of rescheduled tasks.**

### Unit 3 & 4 Subjects:

While students should avoid absences from school when a SAC is scheduled, in the following circumstances students may have an unavoidable absence from school and, as a result, be unable to complete the SAC.

- Representation of school in an event, including sport and the performing arts;
- SBAT / off sight VET;
- A medical appointment made prior to announcement of SAC dates;
- A school excursion;
- A family commitment made prior to announcement of SAC dates.

It is the student's responsibility to complete the following tasks:

- Contact the VCE Co-Ordinator and Subject teacher at least 3 school days prior to the scheduled date to reschedule;
- Provide documentation if the absence is due to an appointment (e.g., a medical certificate).

## 5. Unplanned Absence

In the event the absence is unplanned, such as:

- Illness or medical condition;
- Bereavement.

### Unit 1 & 2 Subjects:

The student will need to confirm with the subject teacher when they are scheduled to complete the task.

### Unit 3 & 4 Subjects:

It is the student's responsibility to complete the following tasks:

- Contact the VCE Co-Ordinator and Subject teacher immediately upon the day of their return to school;
- Provide relevant documentation, in the form of a medical certificate (in the case of an illness or medical condition).

If a SAC is not completed within 5 school days of returning to school, a 0 is awarded. Extensions can be applied for under extreme circumstances. All applications for extension can only be granted by the VCE Co-Ordinator, in consultation with the Head of Senior School, Assistant Principal Learning Innovation and Head of Curriculum, Assessment and Reporting.

All rescheduled Unit 1 & 2 Assessments Tasks will take place during one of the following 3 time slots, unless otherwise agreed with VCE Co-Ordinator:

- Tuesday 3.45 – 4.45pm
- Wednesday 3.45 – 4.45pm
- Thursday 3.45 – 4.45pm

All rescheduled Unit 3 & 4 SACs will take place during one of the following 3 time slots, unless otherwise agreed with VCE Co-Ordinator:

- Tuesday 3.45 – 4.45pm
- Wednesday 2.25 – 3.25pm (when no Year 12 session is planned)
- Thursday 3.45 – 4.45pm

Rescheduling and completing the SAC must take priority over other commitments such as training.

### **Teachers' responsibility in case of absence**

#### Unit 1 & 2 subjects:

The Subject Teacher will book a time in the Kelty Resource Centre for the student to complete the task, refer section below for permitted times of rescheduled tasks.

#### Unit 3 & 4 Subjects:

- The subject teacher must advise VCE Co-Ordinator via email, the names of student(s) that are absent immediately (i.e., the day of the SAC);
- The subject teacher must provide the VCE Co-Ordinator with a hard copy of the task, along with the conditions the task must be completed under including timings (reading and writing) and additional resources permitted (e.g., calculators) and conditions (e.g., notes permitted).

### **Setting an alternate task**

Students who were absent for a task, should sit the same task as the rest of the co-hort. However, if deemed necessary due to issues such as the length of the student's absence, an alternate task can be developed after consulting and receiving agreement from the VCE Co-Ordinator. This task must be comparable in content covered and complexity of task.

### **Lost, stolen or damaged work**

If a teacher or student has lost work or had work stolen or damaged, they must make a written statement explaining the circumstances. The statement must be signed, dated, and filed at the school. Schools must keep a record, but they are not required to report the loss, theft, or damage to the VCAA. The principal, acting on advice from the teacher, and based on records kept, shall determine the unit result for the student.

## **Section 2 – Preparing, invigilating, and marking School Assessed Coursework (SACs) and Unit 1 & 2 Assessment Tasks**

### **1. Preparing Unit 3 & 4 SACs and Unit 1 & 2 Assessment Tasks**

- SACs and assessment tasks will be prepared using the study designs and advice for teacher published on the VCAA website, which include performance descriptors with the Assessment section, outlining expected student performance at ranges from very low to very high. SACs must be developed that enable students to demonstrate their individual level of achievement in each outcome, of each subject;
- SACs and assessment tasks are not recycled from one academic year to another to prevent student use of other student work from previous academic years, including previous tasks that were not returned to students;
- When using commercially produced materials or publicly available materials, teachers must make suitable modifications to ensure they can authenticate student work;
- SACs and assessment tasks should be kept out of reach of students, physically and in e-form, prior to the scheduled date;
- When there is more than one class in a study, teachers must engage in a consultative process to develop one SAC or assessment tasks that will be administered to all classes within that study.

### **2. Administration and invigilation of Unit 3 & 4 School Assessed Coursework (SACs) and Unit 1 & 2 Assessment Tasks**

- All SACs will be completed during class time only unless approval is given by the VCE Co-ordinator in consultation with the Faculty Head or Subject Teacher;
- Any resources that students do not require to complete the SAC must be placed up against the front wall;
- Students seated end to end on tables with a divider placed in the middle of the table. If only one student is seated at the table, a divider is not necessary;
- Prior to reading time, at the beginning of the SAC, students must be asked to place any smart watches, phones and headphones on the teachers table at the front of the room. Any student not complying will have their SAC removed, they will remain seated and silent, for the time remaining and will receive a 0 for the task. The subject teacher will develop an alternate task



for the student to demonstrate understanding to achieve an S for the outcome, however, the score will stand;

- Timing should be accurate for both reading and writing time, no one is permitted to start reading or writing time until all students have a copy of the SAC. At the end of the SAC all students must put their pens down when instructed;
- Students are not to be provided with any assistance during the SAC, including providing clarification of what a question is asking the student to do. If an error is found in the task, the Teacher/Supervisor must clarify by making an announcement to the class;
- If SACs involve students completing research and/or learning activities that contribute directly to the completion of a SAC in class time, the teacher and the keeping of records in the **Authentication Record for school-based assessment** form, refer to the VCE Co-ordinator for a copy and refer to section 4.4 **Authentication of tasks**;
- For SACs undertaken outside of class time, teachers must monitor and record each student's progress through to completion. This requires regular sightings of the work by the teacher and the keeping of records in the **Authentication Record for school-based assessment** form, refer to the VCE Co-ordinator for a copy and refer to section 4.4 **Authentication of tasks**.

### 3. Drafting

Teachers are not required to formally sight drafts or record students' completion of drafts unless it is a requirement of the VCE study design or for authentication purposes or both. Drafting can remain a part of a teaching and learning strategy, and students may do preliminary drafting for SACs. However, students and teachers must follow the VCAA authentication rules regarding acceptable levels of assistance in relation to providing feedback on the draft, in order to maintain the integrity of the SACs and ensure the authenticity of each student's work.

### 4. Authentication of tasks

Students must make sure that all work submitted for assessment is genuinely their own.

#### Rules of authentication of school-based assessments

1. Students must sign an authentication record for work done outside class when they submit the completed task.

The VCAA authentication rules for school-based assessment state that a student must:

- make sure that all work submitted for assessment is their own;
- not plagiarise the work of someone else;
- not cheat;
- acknowledge all resources used including:
  - texts, websites and other source material;
  - the name and status of any person who provided assistance and the type of assistance provided.
- not receive undue assistance from another person, including their teacher, in the preparation and submission of work;

- Acceptable levels of assistance include:
  - incorporating ideas or material derived from other sources (for example, by reading, viewing or note taking), but which have been transformed by the student and used in a new context;
  - prompting and general advice from another person or source, which leads to refinements or self-correction or both.
- Unacceptable forms of assistance include:
  - use of or copying another person's work, including their teacher's work, or other resources without acknowledgement;
  - use of or copying sample answers provided by their teacher or another person;
  - corrections or improvements made or dictated by another person, including their teacher;
  - Use of Artificial Intelligence (AI) to create any part of the task, including drafts.
- not submit the same piece of work for assessment in more than one study, or more than once within a study;
- not circulate or publish a piece of work that is being submitted for assessment in a study in the academic year of enrolment;
- not knowingly assist another student in a breach of rules.

#### **5. Marking Unit 3 & 4 SACs and Unit 1 & 2 Assessment Tasks**

If there is more than one class in a study, teachers must consult with one another to develop one common school-based assessment for each task set.

For subjects with only one class, the teacher must mark against a prepared set of solutions, that clearly outlines mark allocation to ensure consistency.

For subjects with more than one class, one of the following approaches must be used to ensure fairness and consistency in the marking process. The Head of Faculty is required to advise the VCE Co-ordinator and Subject Teachers which method they will use for all tasks.

##### **Approach 1**

- Teachers meet to discuss performance descriptors or assessment criteria, topics and approaches used for the task;
- Teachers combine and distribute the student tasks among themselves for assessment;
- The results are returned to the class teacher, who reassesses all tasks or the tasks of students who have unexpected results;
- Unusual cases are considered by all teachers concerned.

##### **Approach 2**

- Teachers meet to discuss performance descriptors or assessment criteria, topics and approaches used for the task;
- Samples from all classes are distributed;
- All teachers assess the same tasks;
- Differences in results are discussed to gain a clearer and more consistent understanding of the application of the performance descriptors or assessment criteria;



- When all teachers are confident, they have a consistent understanding of the application of the performance descriptors or assessment criteria, each teacher assesses tasks from their own class.

All students including non-scored/non-ATAR students must sit the same task. The marked score and the determination of a S (Satisfactory) or N (Non-Satisfactory), are two separate measures. The mark for the outcome will be determined by scores only received in the School Assessed Coursework (SAC), however, the determination of a S or an N for an Outcome within a study comes from all course work completed by a student. **50% or below, does not constitute a N.**

### **Satisfactory (S) or Non-Satisfactory (N)**

*From the VCAA Handbook:*

*Decisions about satisfactory completion of a unit are solely the responsibility of the school. Results for each unit must be based on a judgement of satisfactory and non-satisfactory achievement of outcomes across a combination of set work and assessment tasks related to the outcomes.*

For satisfactory completing of a unit, a student must demonstrate a satisfactory achievement of each of the outcomes for the unit as outlined in the subject's study design. The decision will be based on the, following "VCE Satisfactory/Non-satisfactory Framework" as outlined provided below, taking into account all aspects of the student's performance in assessment tasks, classwork and homework.

Achievement of an S (Satisfactory) in an outcome means the student's work:

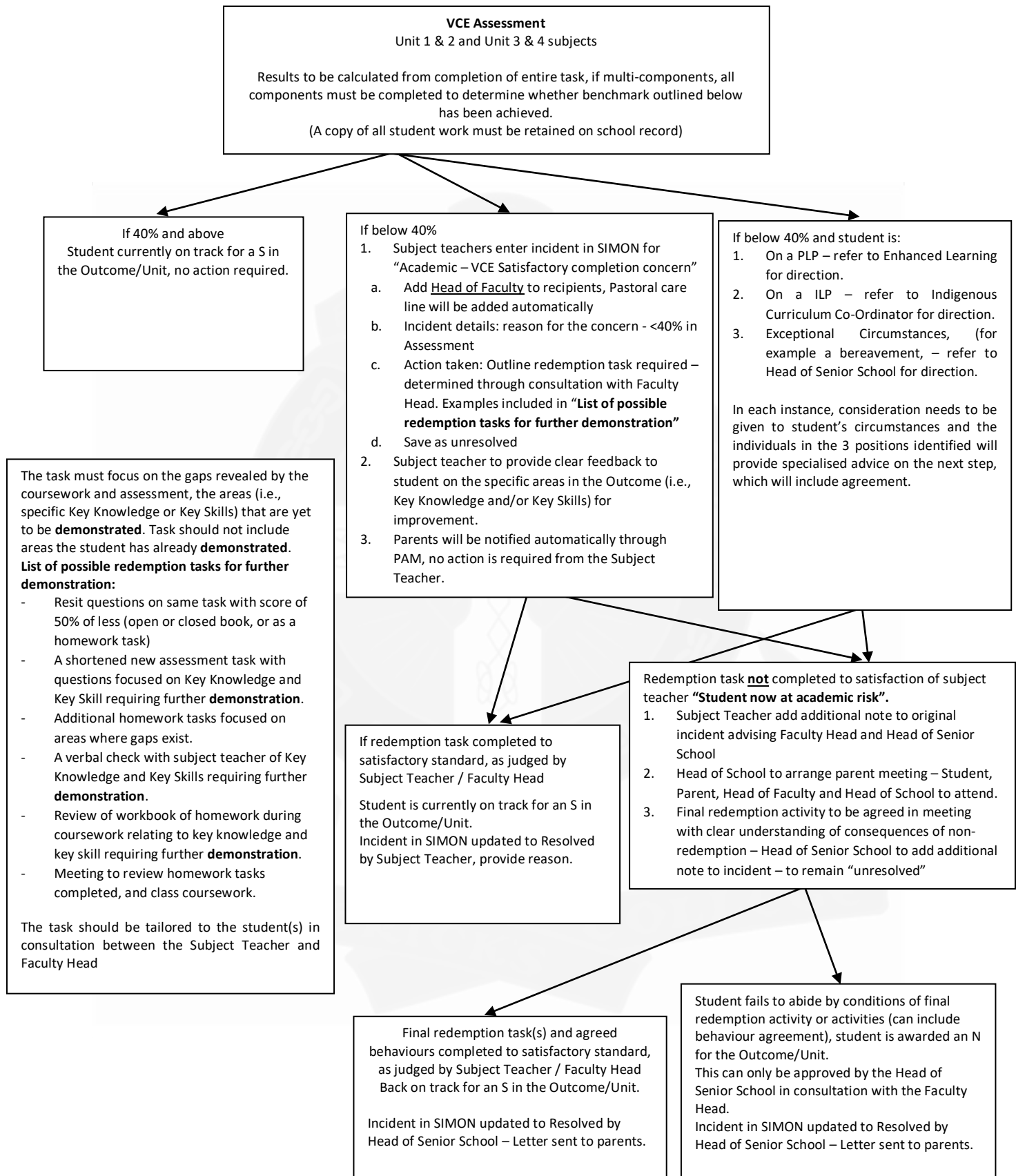
- meets the required standard as described in the study design outcomes;
- was submitted on time;
- is clearly their own;
- has not substantively breached any rules.

An S (Satisfactory) may not be granted if the student's work:

- is not of the required standard as described in the study design outcomes;
- failed to meet a school deadline for an assessment task, including where an extension of time has been granted for any reason, or a redemption task has been assigned;
- cannot be authenticated as their own;
- breached the rules in a substantive way.

An N (Non-Satisfactory) can only be assigned once the full process outlined in the framework has been followed and documented. **Both the Head of the Faculty and the Head of Senior School must approve an N being assigned for an outcome.** This will ensure that all factors relating to a student's performance are considered, including aspects that should be taken into special consideration including physical and mental health.

## VCE SATISFACTORY / NON-SATISFACTORY FRAMEWORK



**VCE Coursework**  
Unit 1 & 2 and Unit 3 & 4 subjects

IF:

- Attendance above 80%
- All homework completed to expectation
- All classwork completed to expectation

On track for Satisfactory for Outcome in Unit, no action required.

IF:

- Attendance falls below 80% and/or
- Homework **not** completed to expectation and/or
- Classwork **not** completed to expectation

1. Subject teachers enter incident in SIMON for Academic – VCE Satisfactory completion concern.
  - a. Add Head of Faculty to recipients, Pastoral care line will be added automatically.
  - b. Incident details: reason for the concern (e.g., poor homework completion)
  - c. Action taken: outline what is required for student to redeem.
  - d. Save as unresolved
2. Subject teacher to provide clear feedback to student on the specific areas in the Outcome (i.e., Key Knowledge and/or Key Skills) for improvement.
3. Parents will be notified automatically through PAM, no action is required from the Subject Teacher or YLC.

IF:

- Attendance above 80%
- All homework completed to expectation
- All classwork completed to expectation

On track for Satisfactory for Outcome/Unit.

Incident in SIMON updated to Resolved by Subject Teacher, provide reason.

If student **not** performing in line with agreement subject teacher.

1. Subject Teacher add additional note to original incident advising Faculty Head and Head of Senior School
2. Head of School to arrange parent meeting: Attendees – Student, Parent, Subject Teacher (single Subject) / YLC (multiple subjects) and Head of School to attend.
3. Final redemption activity to be agreed in meeting with clear understanding of consequences of non-redemption – Head of Senior School to add additional note to incident – to remain “unresolved”.

IF:

- Attendance above 80%
- All homework completed to expectation
- All classwork completed to expectation

On track Satisfactory for Outcome/Unit.

Incident in SIMON updated to Resolved by Head of School – letter forwarded to parents.

Student fails to abide by conditions of agreement to make improvements, student is awarded an N for the Outcome/Unit.

This can only be approved by the Head of Senior School in consultation with the Faculty Head.

Incident in SIMON updated to Resolved by Head of Senior School, letter forwarded to parents.

## 6. Feedback to VCE students

Feedback should not be provided to any VCE students until all students have completed the task, including those that have had to reschedule due to absence.

Following the submission of an assessment task, teachers should provide feedback to students. Feedback can include:

- Advising on particular areas for improvement/where gaps exist in student knowledge or skill relevant to the subject/outcome being assessed;
- Advising on where and how to make the required improvements;
- Reporting S or N decisions and providing written comments on students' performance against each outcome.

If a mark is provided, teachers must advise students that the SAC score may change following statistical moderation.

When returning work – teacher must retain a copy until end of calendar year, teachers must retain the original SAC, and if required for the purposes of feedback or requested by the student, a scanned copy can be provided.

It is important to note that students may be permitted to submit further evidence for satisfactory (S) completion of a unit, however, students may not submit further tasks for the reconsideration of SAC scores awarded by the school.

## 7. Resubmitting work/Redemption

Refer to the VCE Satisfactory/Non-Satisfactory Framework in 5. Marking SACs for redemption process.

If, based on the requirements provided in the VCE Satisfactory/ Non-Satisfactory Framework, work submitted by a student does not meet the required standard for satisfactory completion, the teacher may consider other work relating to outcomes that has been undertaken and submitted by the student for the unit. Examples of alternative tasks are included in the Framework under “**List of possible redemption tasks for further evidence of understanding**”. The school may decide to delay the decision about satisfactory completion to allow a student to complete or submit further work.

In both Unit 1 & 2, and Unit 3 & 4, a student may only submit further evidence or resubmit a school-based assessment for reconsideration, to redeem an N to an S for the outcome. Students MAY NOT resubmit to improve a school-based assessment score.

### Section 3 – Scheduling School Assessed Tasks (SATs)

This section applies to the School Assessed Tasks (SATs)

#### School based tasks (SATs)

Completed for the following subjects:

- Algorithmics (HESS) (AL03)
- Art Creative Practice (AR03)
- Art Making and Exhibiting (SA03)
- Applied Computing
- Data Analytics (IT02)
- Software Development (IT03)
- Media (ME03)
- Product Design and Technology (DT03)
- Systems Engineering (SE03)
- Visual Communication Design (VC03)

#### 1. School Assessments Tasks (SAT's) Schedule

Teachers must provide students the dates for the completion of assessment tasks in advance.

#### 2. Rescheduling

If teachers wish to reschedule an assessment task because their students are not ready to be assessed, or due to other circumstances, they should provide adequate notification to all students in the class or classes.

An extension of time for all students in a class should be given only on the condition that they are all given adequate notice and that no student in the class or in another class is advantaged or disadvantaged.

#### 3. Rescheduling an assessment task for an individual student.

Extension of time for an individual student to complete a task should be granted only in special circumstances.

An extension of time may be permitted, but not into the next academic year.

Schools are required to have a policy outlining conditions under which an extension of time for individuals may be granted. It should be common across all VCE units within a school and should contain details including:

- a formal process for applying for an extension of time
- the rules of eligibility
- the maximum period for an extension
- the conditions under which an extension will be allowed

Extensions for tasks related to units of competency (UoCs) contributing to scored VCE VET sequences cannot be permitted beyond the final date for results submission. Unit completion is essential for finalising study scores, which must be calculated at the same time for all VCE studies.

## Refer to Special Provisions Policy

### Section 4 – Preparing, invigilating, and marking School Assessed Tasks (SATs)

#### 1. Preparing and Marking School Assessments Tasks (SAT's)

Where there is more than one class, teachers must consult with one another to develop school-based assessments.

#### 2. Authentication School Assessments Tasks (SAT's)

As part of the authentication process through observations, teachers are required to provide feedback to students on work in progress for a SAT. These comments are to be noted on the **Authentication Record** form, found on the VCE Study Design page for each individual study.

Teachers must follow the authentication advice for the relevant *Administrative information for school-based assessment* for their VCE Study Design to make sure no undue assistance is provided to students during the development of a SAT that might lead to uncertainty about the student's authorship or ownership of the work.

#### 3. Marking School Assessments Tasks (SAT's)

Schools are responsible for the initial assessment of a student's level of achievement in SATs. The basis for this is the teachers' rating of the performance of each student against the set of criteria that is published each year by the VCAA in the *Administrative information for school-based assessment*, available on the VCE study pages. The VCAA provides detailed descriptors of levels of performance for each criterion. These criteria are **mandated**, and schools must use the descriptors when making assessment judgments.

Where there is more than one class, teachers will implement one of the three VCAA recommended approaches for cross marking to ensure consistency.

##### Approach 1

- Teachers meet to discuss performance descriptors or assessment criteria, topics and approaches used for the task;
- Teachers combine and distribute the student tasks among themselves for assessment;
- The results are returned to the class teacher, who reassesses all tasks or the tasks of students who have unexpected results;
- Unusual cases are considered by all teachers concerned.

##### Approach 2

- Teachers meet to discuss performance descriptors or assessment criteria, topics and approaches used for the task;
- Samples from all classes are distributed;
- All teachers assess the same tasks;

- Differences in results are discussed to gain a clearer and more consistent understanding of the application of the performance descriptors or assessment criteria;
- When all teachers are confident, they have a consistent understanding of the application of the performance descriptors or assessment criteria, each teacher assesses tasks from their own class.

#### **4. Feedback to students**

Teachers are to provide feedback to students throughout the SAT. These comments must be noted on the “Authentication record” form, found on the VCE Study Design page for each individual study. Once the SAT has been submitted and marked, teachers must provide feedback to students on their level of achievement. This should also be documented on the “Authentication record”.

The earliest date SATs may be returned to students is published annually in the Important administrative dates on the VCAA website.

#### **5. Lost, stolen or damaged school-assessed tasks.**

If a teacher or student has lost an SAT, or the task has been stolen or damaged, they must complete a written statement of the circumstances. The statement must be signed, dated and filed at the school. The school must complete the **Report on lost, stolen or damaged school-assessed tasks and externally assessed tasks** form, enter an estimated score on VASS and email the form to the School-based Assessment Audit team.

The Principal, acting on advice from the teacher and on the basis of records kept on the **Authentication record** forms, will determine an initial assessment.

### **Section 5 – Breach of VCAA rules for school-based assessment**

#### **1. Reporting a breach**

A suspected breach of the rules for school-based assessment should be reported to the VCE Co-ordinator in writing. If this rule breach involves a staff member, this must be reported to the principal immediately. On receipt of the allegation, the student’s work will not be accepted for assessment, pending the investigation of the VCE Panel.

All allegations must be handled with sensitivity and kept confidential.

#### **2. Investigation**

On receipt of the allegation, the VCE Co-ordinator ensure that all information collected through an investigation is recorded in a detailed record. The focus must be whether there has been a breach of VCAA assessment rules or VCAA authentication rules for school-based assessment. Any determination will be based on evidence.

Relevant evidence includes:

- any instructions given to students by the teacher about the conditions under which the school-based assessment was to be undertaken (including the VCAA examination rules);
- the student’s work;



- copies of specific notes or another student's work or any other evidence of copying or cheating, such as unacknowledged source material if such an allegation relates to the use of unauthorised notes or cheating or copying from other students;
- samples of other work by the student for comparison, if relevant;
- the teacher's record of authentication;
- the teacher's opinion about the student's work;
- accurate notes of conversations with witnesses, the teacher, and the student.

If the allegation suggests that the work is not their own, the student may be asked to:

- provide evidence of the development of the work;
- discuss the content of the work with the teacher and answer questions to demonstrate their knowledge and understanding of the work;
- Provide samples of their other work;
- Complete, under supervision, a supplementary task relates to the original task.

The VCE Co-ordinator, will present the evidence to the Head of Curriculum & Assessment and the Assistant Principal – Learning Innovation.

If it is determined the evidence is insufficient to establish the allegations against the student, the VCE Panel will confirm in writing that no further action is required.

If it is determined the evidence is sufficient to establish the allegations against the student, the VCE Panel will be convened to review the evidence and provide the student with an opportunity to be heard.

The VCE and VCAL Administrative 2023 handout recommends the following principles apply to the VCE Panel when deciding on the alleged breach of rules.

- *The decision-maker must act fairly and without bias;*
- *The student must receive at least 24 hours' written notice of the meeting or hearing conducted by the decision-maker. The notice should include:*
  - *the date, time, place and likely duration of the meeting or hearing;*
  - *the allegation(s) against the student;*
  - *the names of all decision-makers;*
  - *advice that the student may bring a support person to the meeting or hearing (see below);*
  - *the name of a contact person if the student has queries about the meeting or hearing;*
  - *a copy of any evidence that the decision-makers will consider at the meeting or hearing, including whether any witnesses will be present at the meeting or hearing;*
  - *the possible outcomes, including penalties;*

- *It is generally appropriate, depending on the age and circumstances of the student, to allow a parent or guardian or other support person to be present at any interview, meeting or hearing. The meeting or hearing should be conducted at the school, in an environment that is not intimidating for the student but that is appropriate given the nature of the allegation;*
- *At the meeting or hearing, the decision-maker must explain the purpose of the meeting or hearing to the student and confirm the allegation against the student and the possible outcomes;*
- *The decision-maker may ask questions of the student;*
- *The student must be given the opportunity at the meeting or hearing to respond to the evidence against them and to ask questions of any witnesses present at the meeting or hearing;*
- *The decision-maker must consider all evidence and submissions carefully, including the student's response, and whether the allegation (and the student's defence) is supported by evidence that is relevant and credible;*
- *The decision-maker must consider all relevant factors and no irrelevant factors;*
- *The decision-maker must decide on the balance of probabilities whether the allegation(s) can be proven – the allegation does not have to be proven beyond reasonable doubt;*
- *The decision-maker must decide, in relation to any allegation(s) found to be proven, whether a penalty should be imposed, and, if so, what penalty is appropriate. Subject to the school's policy on contravention of VCAA examination rules and VCAA rules for authentication of school-based assessment, possible penalties could include:*
  - *a verbal or written warning;*
  - *detention or suspension;*
  - *refusal to consider the student's work but an opportunity for the student to resubmit the work if there is sufficient time before the due date for submission of results according to the VCAA schedule;*
  - *refusal to accept the part of the student's work found to have been completed in contravention of VCAA rules and a subsequent determination of the appropriate result for the relevant outcome forming part of the VCE unit;*
  - *refusal to accept any part of the work, awarding an N for the outcome.*
- *The decision-maker should inform the student of the decision and any penalty to be imposed at the meeting or hearing, and of the student's right to appeal the decision to the VCAA in accordance with section 2.5.21 of the Education and Training Reform Act 2006 (Vic). The decision-maker should keep accurate records of their decision, the reasons for their decision and the penalty imposed, to enable the school to confirm these matters in writing.*

### **3. VCE Panel**

The VCE Panel will be convened as the decision-making body, to review the evidence.

The student will be provided, in writing, the details of the rule breach they are accused of, along with the possible penalties at least 2 school days prior to meeting with the panel.

The VCE Panel comprises of the Assistant Principal Learning Innovation, Assistant Principal - Wellbeing, Head of Curriculum & Assessment and the Head of Senior School. The panel must

include at least 3 of the above mentioned. The VCE Co-ordinator and/or VET Co-ordinator will chair the meeting, however, they play no role in decision making.

The VCE Panel will:

- Investigate alleged breaches of the VCE / VCE VM policies;
- Advise the principal of any significant breaches of VCE / VCE VM policies;
- Advise the Principal as to whether consequences should be imposed on students who breach VCE / VCE VM policies.

And where appropriate:

- Inform the student and parents of consequences imposed in writing;
- Deal with the assessment of students' outcomes which are submitted late or are incomplete.

#### **4. Appeals**

An appeal against a school decision must be made in writing to the Chief Executive Officer (CEO), VCAA, **no later than 14 days after the student receives the notice of the decision from the school.**

#### **Section 6 – Special Provisions**

When applying Special Provision, only those stipulated by the Enhanced Learning Team in the students Personal Learning Plans should be implemented. It is a requirement that all teachers apply these instructions. Alternative arrangements that have not been approved by the Enhanced Learning Team cannot be applied.

**At no stage, should a student have the SAC or task altered in any way.**

Teachers are required to familiarise themselves with the Special Provisions policy for detail relating to students with Special Assessment/Examination Arrangements.

#### **Section 7 – Managing small-group partnerships for statistical moderation of VCE school-based assessment.**

VCAA recommends the following be including in a process as best practice when conducting partnerships.

- School principals should be informed of the initial formation of the partnership, the ongoing maintenance of the partnership, and the resulting moderation of school-based assessment scores;
- Teachers in the partnership should make contact as early in the academic year as possible and keep emails and written records of meetings, telephone calls and any other relevant interaction;
- School principals should be kept informed of any conflict that arises and the measures taken to resolve any issues;
- There should be an initial meeting that covers the requirements of the study design for each of the chosen assessment tasks and the assessment criteria, and for coursework;

- Teachers are required to agree on the procedures for ensuring comparability of assessment tasks as well as the schedule and marking schemes of any tasks to be done in common;
- Teachers should be clear and consistent about the application of the mandated criteria and descriptors for the school-assessed tasks;
- Each school should mark the assessment tasks of its own students and select student tasks for moderation;
- Each school should enter the scores for its own students on VASS;
- Each school should send a copy of the VASS printout of the scores for all school-based assessment tasks to its partner schools to verify that scores have been entered correctly;
- Schools can run the **School scores by partnership (ranked) report** on VASS to maintain correct rank order of students in the partnership. The report can be used to verify that scores have been entered correctly into VASS by each partner school.

### Status of Policy

This policy has been downloaded from CompliSpace, is endorsed by Edmund Rice Education Australia and is reviewed annually.

|                            |   |
|----------------------------|---|
| <b>Responsible Person</b>  | Director of Child Safeguarding (EREA)               |
| <b>Policy owner</b>        | Trustees of Edmund Rice Education Australia (TEREA) |
| <b>Approving authority</b> | TEREA Board   |
| <b>Approval date</b>       | June 2022   |
| <b>Risk rating</b>         | <b>MEDIUM</b>                                       |
| <b>Date of next review</b> | June 2024   |
| <b>Publication details</b> | School website                                      |

| POLICY DATABASE INFORMATION          |  |
|--------------------------------------|--|
| <b>Assigned TERE Board Framework</b> | Child Safety   |
| <b>Related policies</b>              | <a href="#">Assessment and Reporting Policy</a><br><a href="#">Curriculum Framework (Senior Secondary) Policy</a><br><a href="#">Homework Policy</a><br><a href="#">Teaching and Learning Policy</a><br><a href="#">VCE Pathways and Acceleration Policy</a> |
| <b>Superseded documents</b>          | <a href="#">Replaces previous policy for MO870</a>   |