

HHA VCE Policy

Purpose

To explain to Hester Hornbrook Academy staff, students, parents and carers the policies and processes in place to support students to complete the Victorian Certificate of Education (VCE) Vocational Major (VM). This policy also ensures that Hester Hornbrook Academy is compliant with the guidelines and rules laid out in the VCE Administrative Handbook published annually by the Victorian Curriculum And Assessment Authority (VCAA) annually.

Scope

This policy applies to:

- all staff, including casual relief staff and volunteers
- all students who are enrolled in the VCE VM at Hester Hornbrook.

Policy

The VCE allows students to gain a common credential. Students at Hester Hornbrook Academy will be enrolled in the VCE VM comprising of Units 1/2 (Year 11) and Units 3/4 (Year 12). In some instances, access to other areas of the VCE studies may be available to student at Hester Hornbrook. Students enrolled in VCE must follow various rules and regulations set by the Victorian Curriculum and Assessment Authority (VCAA) and Hester Hornbrook Academy VCE Policy, based on guidelines provided in the VCE Administrative Handbook published annually by VCAA.

Aim

At Hester Hornbrook diverse pathways are provided to further study or training at Technical and Further Education (TAFE) and to employment. The VCE program includes general education curriculum components (VCE studies) and programs from Vocational Education and Training (VET) qualifications, designed to meet individual student needs and desired career pathways.

Student Support

Students completing the VCE at Hester Hornbrook will have:

- an orientation program early in the academic year,
- an Individual Education Plan (IEP) that documents their goals,
- access to view their progress through the certificate,
- a Career/Pathways coordinator to provide career guidance,

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- an active Career Education Plan,
- access to and classroom support with building literacy and numeracy skills through lessons and various digital programs & tools and,
- literacy and numeracy Interventions through an Education Support Officer (ESO) if appropriate
- Psychoeducational testing if appropriate,
- Nationally Consistent Collection of Data (NCCD) educational adjustments if and as appropriate
- dedicated and qualified team of teachers,
- access to student wellbeing support staff,
- leadership opportunities,
- an opportunity to complete the General Achievement Test (GAT)

VCE Students' Commitment

Students should:

- strive to achieve their best in all classes and assessments,
- complete all designated learning tasks & school assessed tasks,
- attend Welcome Back/Progress Meetings provided in Week 1 of each school term to create and monitor IEP,
- follow all Hester Hornbrook rules and uphold the Hester Hornbrook values of Safe, Respectful and Productive
- access all academic and wellbeing supports provided by Hester Hornbrook,
- treat all staff and students with respect,
- adhere to the Hester Hornbrook Attendance Procedure/Framework and communicate with the classroom team their absences

Satisfactory Completion of VCE

To be eligible to receive the VCE VM, students must satisfactorily complete a minimum of 16 units, including:

- 3 VCE VM Literacy or VCE English units (including a Unit 3–4 sequence)
- 2 VCE VM Numeracy or VCE Mathematics units
- 2 VCE VM Work Related Skills units
- 2 VCE VM Personal Development Skills units
- 2 VET credits at Certificate II level or above (180 nominal hours)

Students must complete a minimum of three other Unit 3–4 sequences as part of their program. Units 3 and 4 of VM studies may be undertaken together over the duration of the academic year to enable these to be integrated.

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The VCE VM can be tailored to the needs and interests of the student, to keep them engaged while developing their skills and knowledge. Students can also include other VCE studies and VET, and can receive Structured Workplace Learning (SWL) recognition.

Most students will undertake 16–20 units over the two years.

Outcomes are the basis for satisfactory completion of a VCE Unit. Each Unit includes several outcomes. Hester Hornbrook, in accordance with VCAA requirements, determines satisfactory completion of Units. The learning outcomes and associated assessment tasks are specified in the currently accredited VCE Study Designs.

A student will receive a Satisfactory (S) for a Unit when it is determined that all outcomes are achieved satisfactorily.

A student must:

- produce work that demonstrates achievement of the outcome(s),
- submit work that is their own,
- observe the VCAA and Hester Hornbrook rules,

Teacher judgement will determine when all outcomes have been achieved. When this occurs, the student satisfactorily completes the Unit.

A student may not be granted satisfactory completion if:

- the submitted work is not of the required standard
- the submitted work cannot be authenticated,
- there has been a substantive breach of Hester Hornbrook rules.

If any of the outcomes are not achieved, the student will receive a Not Satisfactory (N) for the Unit.

When the student has completed work but there has been a substantive breach of class attendance, the student may be awarded a Not Satisfactory (N).

S – the student has met the requirements to demonstrate the key skills and knowledge in the outcome as outlined in the Study Design.

N - the student has not met the requirements to demonstrate the key knowledge and skills in the outcome as outlined in the Study Design.

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Unscored VCE

The VCE VM is an unscored version of the VCE and therefore students will not receive an ATAR score. All assessments will be completed on a competency-based scale of competent, partially competent and not yet competent. Submissions to the VCAA for results will align with

- Competent = Satisfactory (S)
- Not Yet Competent = Not yet Satisfactory (N)
- Partially Complete= Not yet Satisfactory (N) however demonstrates that progress in this area has commenced.

Hester Hornbrook Academy VCE Attendance Policy

At Hester Hornbrook, students will be encouraged to attend all timetabled classes and excursions. This will maximise students' learning opportunities, outputs and outcomes, while ensuring working towards the completion of their VCE/VET course.

It is important that students attend classes for both VCE VM & VET if they are to be deemed competent in the unit of study, and this will be explained to students. The pace of how the unit is completed is determined alongside the student in their progress meetings & individual education plan.

For more information regarding our attendance policy, please review the Hester Hornbrook Attendance Policy.

Build a Certificate

Each student will be given an individualised plan known as a Build a Certificate (BAC) outlining the units they will undertake whilst attending Hester Hornbrook. The BAC ensure that the certificate rules outlined by the VCAA are adhered to and consider the student's preferences, prior studies, career pathway and any other important factors.

The BAC will be created by teachers and approved by the Teaching and Learning Leadership Team and is available for students to view via the school learning portal.

Any changes to the BAC must be discussed with the student and escalated to the Teaching & Learning Leadership Team for final approval before the plan can be updated.

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Assessment – Unit 1 – 4

To determine a student has satisfactorily completed an outcome, teachers will set assessment tasks in accordance with the VCAA guidelines.

All students in Unit 1-4 will be assessed and provided with a competent or not yet competent for all assessment tasks. In some instances, students may be marked with a “partially complete/competent” as a mechanism to demonstrate a student has started to make progress in the area but is yet to gain competency. To gain competency, students must achieve the status of competent for the unit to be deemed complete.

Based on the information teachers provide on student progress, results will be provided to the VCAA and will then form part of the student’s academic transcript.

VCAA states that students should be given the opportunity to demonstrate outcomes in various ways.

The overall S/N for each area of study is determined by whether students have demonstrated an understanding of the key knowledge and sufficiently demonstrated the key skills to meet the outcomes detailed in each subject study design.

School Assessed Tasks

School assessed tasks are undertaken in all subject areas of the VCE VM. A School Assessed Task usually reflects a long-term piece of work, project or assignment showing the development of skills through planning and drafting to completion. These tasks will be set and supported to completion by teachers in consultation with students.

Special Provision

Special Provision is designed to allow students who experience significant hardship the opportunity to demonstrate their knowledge and skills. Students eligible for Special Provision are not exempt from meeting the requirements for satisfactory completion of VCE. Students should seek advice from the Leader of VCE if they believe they are a candidate for Special Provision.

The Leader of VCE, based on information provided by the student, parent/guardian and class teacher, can approve Special Provision within the school for assessed work.

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The VCAA offer a range of strategies to manage individual circumstances associated with the delivery of classroom learning and school-based assessments. These provisions are to support teachers make appropriate adjustments to how studies are delivered in our school.

PLEASE NOTE: This consideration only applies to the VCE/VCAL curriculum and does NOT apply to VET in schools' units.

Students may be eligible for special provision if, at any time, they are adversely affected by in a significant way by:

- An acute or chronic illness (physical or psychological)
- Factors relating to personal circumstances
- An impairment or disability, including learning disorders

Special provision strategies include (relevant to Hester Hornbrook):

- Allowing the student extra time to complete work or an assessment (beyond the VASS date)
- Using a planned task to assess more outcomes, or aspects of the outcomes, than originally intended
- Deriving satisfactory completion of outcomes from other assessments or work completed by the student

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For more strategies see Special provision for classroom learning and school-based assessment

Eligibility for special provision and the nature of the provision granted for classroom learning and school-based assessments is determined by the individual school. Decisions must be evidence based with appropriate documentation retained by the school.

Leadership at Hester Hornbrook understand that all our students fit into one of the above categories for eligibility. Special provision is for students with extenuating circumstances that have impacted on their capacity to complete their studies/units.

Examples suitable for special provisions include (not excluding other circumstances):

- Incarceration
- Admitted to medical facilities (mental health & AOD)
- Family Violence
- Pregnancy & Maternity Leave
- Significant physical health diagnosis
- Severe learning difficulties

VCAA Examinations

Hester Hornbrook offers the VCE VM which does not require students to complete examinations as part of their assessments. All assessments are completed unscored.

For students enrolled in one or more VCE VM Unit 3/4 sequence but who are not enrolled in any VCE or scored VCE VET Unit 3/4 sequences, The General Achievement Test (GAT) will be offered for students to participate in Section A (Literacy & Numeracy Assessment).

Students will be provided with information regarding the GAT prior to the examination period and if they elect to sit the GAT will have further information provided as well as examination preparation. Students who do not wish to sit the GAT will be made exempt from the examination.

For students who do attempt the GAT, VCAA will provide on a statement of results whether the student has met the Literacy and Numeracy standards based on the Australian Core Skills Framework (Level 3).

VCAA examination rules are also published on the VCAA website, and will be distributed to students prior to the examination period.

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VCAA Examination Rules, Authorised Materials and Equipment

Students who undertake the GAT will be subject to the VCAA Examination rules. These rules can be accessed at:

<https://www.vcaa.vic.edu.au/assessment/vce-assessment/Pages/ExaminationRules.aspx>

Supervisors have the right to check items brought into the examination room by students and can remove anything that is non-compliant.

Suitably qualified school teaching staff are responsible for checking the appropriateness of reference materials, dictionaries, calculators and bound references as students enter the examination room for examinations where these items are permitted.

The GAT allows students to bring:

- Section A: Literacy (Reading and Writing) and Numeracy
 - An English and/or bilingual printed dictionary
 - One scientific calculator
- Section B: General knowledge and skills
 - An English and/or bilingual printed dictionary
 - One scientific calculator

At Hester Hornbrook, all required and approved materials will be provided for students who are sitting any examinations.

No food or drinks, other than still water, are permitted except under special circumstances as approved and directed by the VCAA.

Schools will notify supervisors of those students who have approved Special Examination Arrangements and are permitted to bring food and/or other drinks into the room.

Students may bring bottled water into an examination room with the following conditions:

- The still water is in a clear plastic bottle (all labels removed)
- The water bottle has a secure lid
- The capacity of the bottle is no more than 1500 mL
- Water bottles must not be
 - placed on the table at any time
 - refilled during the examination
 - shared between students.

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Students are not permitted to bring into the examination room:

- mobile phones
- any electronic devices including smart watches and fitness trackers *
- correction fluid or correction tape
- text books (unless these are listed as approved materials for a specific examination)
- notes (unless these are listed as approved materials for a specific examination)
- blank paper or loose sheets of paper.

Students must place all watches at the top of their table where they can be seen clearly and easily by a supervisor. Stopwatches and watches with special functions, such as an alarm or stopwatch, are not permitted in the examination room.

***Electronic devices**

Electronic devices include, but are not limited to:

- any electronic device capable of storing, retrieving or displaying digital information (including smart watches and fitness trackers)
- calculator models that can 'communicate' with other calculators.
- cameras
- computerised pens
- computers
- electronic storage media, such as USB flash drives, SD, XD, CF or other proprietary memory cards
- electronic translators and dictionaries
- mobile phones
- tablets
- laptops
- mini-computers
- MP3 players
- music and video players
- notebooks
- palmtops
- personal digital assistants and organisers
- pocket organisers
- radio transmitters and/or receivers.

If students have unapproved items when arriving at the examination centre, arrangements for supervision of items will be available to ensure valuables remain safe outside of the exam room. Hester Hornbrook encourages students to not attend examinations with valuables.

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Authentication

Principals are responsible for the administration of VCAA rules and instructions in their schools. One of these rules is that a student must ensure that all unacknowledged work submitted for assessment is genuinely their own. If any part or all of the work cannot be authenticated, then the matter must be dealt with as a breach of rules. VCAA rules also cover acceptable and unacceptable forms of assistance.

Teachers who believe that a breach of rules has occurred or that a student has behaved inappropriately should report the incident to a member of the Teaching & Learning Leadership Team who will consult with the Principal.

1. The Principal will inform the student within 48 hours of the breach of rules. If the nature of the breach relates to the authenticity of work, work will not be accepted for assessment until sufficient evidence is available to show that the work is the student's own. If a breach is believed to have occurred, the original of the final version of the work will be retained by the school and the student will be given a copy.

2. Students must provide evidence that the work submitted is their own and/or was completed in accordance with VCAA requirements. In order to obtain the necessary evidence, students may be required 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 other work,
- complete, under supervision, a supplementary assessment task related to the original task,

3. Prior to a decision being made by the Principal (which results in a penalty being imposed) the student will be requested to attend an interview.

- The interview panel will consist of at least two and no more than three staff members consisting of the Teacher, the Principal and/or their representative.
- The student will be given 24 hours' notice in writing of the interview, clearly stating the purpose of the interview, the details of the interview, the composition of the panel and advice that a parent or other adult may accompany the student to the interview in a support role but not as an advocate.

4. The school will keep appropriate documentation regarding the breach of rules.

5. Students will have a Right of Appeal regarding the assessment allocated by a teacher.

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Document number	Document title
	VCE Administrative Handbook
	HHA Enrolment Policy
	Build a Certificate

Development and Review

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